

# CHARTER COVERSHEET

## APPLICANT TEAM MEMBER INFORMATION

Proposed Nineteenth  
Generation Charter

School Name: THE EXCEL CENTER

Name of Sponsoring  
Entity: GOODWILL INDUSTRIES OF CENTRAL TEXAS

**NOTE: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.**

The sponsoring entity is a (Check only one):  501(c)(3) nonprofit organization  Governmental Entity  College or University

Chairperson of governing body of sponsoring entity: MARK FINGER

CEO of sponsoring entity: GERALD L. DAVIS

CEO/Superintendent of proposed charter school: GERALD L. DAVIS

Board member(s) who attended applicant information session(s): JAMES K. LAGARDE Date(s): 3/7/2014

Applicant mailing address (To be used for contact regarding this application): 1015 NORWOOD PARK BOULEVARD, AUSTIN, TX 78753

Physical address of proposed administrative offices (if different from above): N/A

Number of campuses requested: 1

Physical Address of Each Proposed Campus: Street address, city, state, zip, and county, OR, if the specific address(es) is unknown at this time, provide the county and general location of the proposed campus(es) 1015 NORWOOD PARK BOULEVARD, AUSTIN, TX 78753

Contact name: TRACI BERRY, CFRE

Contact role/title: PREPARER

Contact Phone: 512.748.1049 Contact Email: TRACI.BERRY@AUSTINGOODWILL.ORG

State maximum enrollment and check all grade levels to be served for each school year.

*By Year 4, at least one grade in which the state assessments are administered must be offered.*

### GRADE LEVELS SERVED

	Proposed Enrollment	Pre-K3	Pre-K4	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1:	350	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Year 2:	400	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Year 3:	450	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Year 4:	500	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Year 5:	600	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
At Capacity:	600	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

### APPLICANT TEAM MEMBER INFORMATION

Names, roles, and current employment of all persons on applicant team *(add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Traci Berry	Senior VP, Community Engagement Goodwill Industries of Central Texas (GICT)	same, support capacity; fully funded by GICT
Dodie Brown	VP, Financial Services GICT	same, support capacity; fully funded by GICT
Roberta Schwartz	VP, Property Services and Contract Administration GICT	same, support capacity; fully funded by GICT
Jenny Fritz	Director of Grants GICT	same, support capacity; fully funded by GICT
Laura Griebel	Director of Youth Services GICT	same, support capacity; fully funded by GICT
Eric Lange	Director, Strategic Planning and Development Goodwill Industries of Central Indiana, Inc.	Consultant; fully funded by GICT
Janet Rummel	Chief Academic Officer Goodwill Education Initiatives	Consultant; fully funded by GICT

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?  Yes  No

*If yes, complete the table below, adding lines as needed.*

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open elsewhere in the United States in the 2014-15 or 2015-16 school years?  Yes  No

*If yes, complete the table below, adding lines as needed.*

Proposed School Name	City	State	Opening Date

Does this applicant team have new schools or campuses approved, but scheduled to open in years beyond 2015-2016?  Yes  No

*If yes, complete the table below, adding lines as needed.*

Authorizer	# of Schools	City(s)	State

Do any of the following describe your organization, or the charter proposed in this application?

- Seeks approval for multiple campuses under a single charter.
- Already operates schools elsewhere in the US.
- Will contract or partner with a charter management organization (CMO). *If yes, include the CMO's portfolio in answering the above questions regarding pending applications and school openings.*

If yes, identify the CMO: NOT APPLICABLE

This CMO currently manages schools in Texas or elsewhere in the US.  
If yes, list all applicable states: NOT APPLICABLE

**CERTIFICATION**

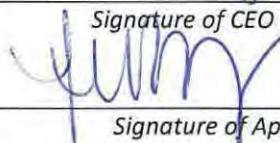
I certify that I have the authority to submit this application and that all information contained herein is complete, accurate, and original realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

GERALD L. DAVIS  
*Name of CEO of Sponsoring Entity*

  
*Signature of CEO of Sponsoring Entity*

2/28/2014  
*Date*

TRACI BERRY, CFRE  
*Name of Application Preparer*

  
*Signature of Application Preparer*

2/28/2014  
*Date*

With what company is the application preparer associated? GOODWILL INDUSTRIES OF CENTRAL TEXAS

Was preparer paid?  Yes  No

Nineteenth Generation Open-Enrollment Charter School RFA

## Application Response

## Charter Overview

The Charter Overview should provide a concise summary of the following:

- the proposed plan for the school, including core values/beliefs;
- the geographic and population considerations of the school environment;
- the challenges particular to those considerations; and
- the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Vision and Mission.** State the vision and mission of the proposed charter school. The vision statement outlines what the school will achieve in the long term and how it will operate to meet that goal/vision. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision and mission statements provide the foundation for the entire application. The vision and mission statements, taken together, should provide a framework that illustrates what success will look like, guides the decisions and actions of the charter, and is aligned with the purposes of Texas charter schools as outlined in TEC§12.001.
2. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe these activities and summarize their results.
3. **Geographic Boundary.** Describe the community(s) where the school/campuses will be located and provide the rationale for selecting the location(s). Include the types of resources currently available in the community(s). Provide as **Attachment A**, a list of the school districts from which the proposed charter school will accept students. If the charter school will accept students from only a portion of a school district or districts, state exactly what the boundary will be. *Do not list the charter schools located within the designated geographic boundary.*
  - a. Submit, as **Attachment B**, the certified mail receipt cards showing the dates the Statement of Impact form and accompanying documents were received by each recipient. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted. Follow these directions in preparing your mailings:
    - i. Prepare a cover letter (following the TEA sample) addressed to the board of trustees and superintendent of each school district and charter school within the designated geographic boundary, and copying each member of the legislature that represents the geographic area to be served by the proposed school as directed in TEC §12.1101. Enclose with that letter the Statement of Impact Form and your completed Charter Coversheet.
    - ii. The documents must be sent to districts, charter schools, and members of the Texas legislature in time to include signed certified return receipt card copies as part of the submitted application. If a school board trustee, district superintendent, or legislative office receiving the documents requests a complete copy of the application, the sponsoring entity must provide the document, including all attachments.
4. **Educational Need and Anticipated Student Population.** Describe the anticipated student population and the rationale for serving these students; their anticipated educational needs; and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location, including resources for students currently available. Identify any enrollment priorities on which the program is based and explain how they are consistent with applicable restrictions on enrollment eligibility and selection.
5. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in

improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively or innovatively than the schools that are now serving the targeted population and how the school would achieve its goals.

6. **Leadership and Governance.** List the names of the current members of the governing board. Provide as **Attachment C**, notarized Board Member Biographical Affidavits for the current members of the proposed school's governing board, including their roles and their current professional affiliation. Use the template provided by the TEA to prepare these affidavits.
7. Provide, as **Attachment D**, the following Assurance Documents, prepared using the templates provided by the TEA: Bilingual Education/ESL, Section 504, and Dyslexia Assurances; General Application of Assurances for Federal Programs; Special Assurances; Special Education Assurances; and Campaign Contribution Disclosure.
8. Provide as **Attachment E**, a complete set of Eligibility Documents, prepared using the template provided by the TEA, including: 501 (c)(3) Determination Letter; the original Articles of Incorporation and any restated Articles of Incorporation and Articles of Amendment (*if incorporated prior to December 31, 2005*), OR (*if incorporated after January 1, 2006*) the Certificate of Formation and the Certificate of Filing; bylaws of the sponsoring entity including any amendments; attendance receipt from Information Session; copies of public hearing notice(s); (*if applicable*) Out of state operators ONLY, provide the state-issued performance data for each charter school currently in operation; and (*if applicable*) Out of state operators ONLY, provide in the template document EITHER a disclosure statement to include details pertaining to any charter school or campuses that have been closed, non-renewed, or revoked OR certify that the operator has not had a charter school/campus closed under any of the circumstances listed in TEC §12.101.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

#### CHARTER OVERVIEW

##### *Mission and Vision*

Goodwill Industries of Central Texas (Goodwill) envisions a world where every person has access to meaningful work, and we believe that education is the key to addressing some of our most challenging social problems. Although the definition of "meaningful" work is different for everyone, each of us wants to be engaged in employment that provides the means to support ourselves and our families. A macro-level cascade of positive effects results from the power of work—the local workforce and local economy are strengthened and poverty and unemployment are greatly reduced.

The mission of The Excel Center is to provide young adults with the opportunity and support to earn a high school diploma and begin postsecondary education or training. Students will also develop career paths in sectors of the local economy that offer high employment and growth opportunities. The school will meet students where they are in their education by providing a flexible structure and curriculum delivery, and by helping students to develop supportive relationships that will help them manage work, life, and family responsibilities so they may achieve their academic and career goals.

A high school diploma increases the quality of life of not only individuals, but also the greater community, resulting in upward mobility and the ability to earn a living wage. Generational impact becomes evident, as children who would have otherwise matured in an environment of deprivation instead have strong role models, as well as opportunities afforded through increased resources available to their families. The Excel Center drives this vision, with the power to produce transformative change in our community.

Goodwill is currently recognized as a crucial piece of the education continuum, filling a gap between education and career for disconnected youth and adults. Because work is the cornerstone of Goodwill's mission, we know that people absolutely must have a solid education, coupled with strong career readiness/life skills, in order to be productive working adults. In the nearly six decades of the organization's

existence, Goodwill has honed its expertise in providing services to prepare people for success in the workplace. As we continue to enhance all of our award-winning programs and services to strengthen our community, we aim to specifically address the need of individuals who are undereducated by providing a way for young adults to earn their high school diploma and postsecondary certifications.

As we began to develop this vision, our sister Goodwill organization in Indianapolis, Indiana opened a charter school with a parallel mission. This successful dropout recovery school has served as a prototype for replication in Central Texas, allowing us to build on a proven model while making adjustments to meet local needs, environment, and requirements. We believe it is imperative to reconnect these individuals to achievable academic and career goals, while also re-engaging them in the community and the prospect of a better future for themselves and their families.

The Indianapolis Excel Centers have demonstrated strong results. Since 2010, 426 diplomas have been awarded to a historically unsuccessful young adult population. Students often face multiple challenges: 80% have incomes below 185% of the federal poverty level, 48% have minor children, and 67% are on some form of public assistance. The Excel Center model has grown to nine campuses and approximately 3,000 students in just four years. Approximately 540 students will graduate in 2014, with 63% of students graduating with dual college credits or an industry certification and 58% of students enrolling in college after graduation. In an economic impact study of The Excel Center in Indianapolis conducted by Dr. Michael J. Hicks at Ball State University, the overall impact of this model was concluded to be quite significant, for all enrolled. According to the study, “wage growth of those non-high school graduates who attended The Excel Center, but did not graduate were more than \$2,830 greater than the average Indiana adult without a high school diploma. Those who graduated saw wages of more than \$4,550 higher after graduation than the typical adult without a high school diploma.”

The Excel Center will leverage Goodwill’s unique, well-defined strengths—its infrastructure, established community presence, stability and experience launching and operating large programs with complex funding streams. Our Ready to Work program, for example, serves 650 people living in poverty each year, tracks contributing funding streams totaling over \$1 million annually (each with their own stringent match and allowable expense criteria) and fulfills the performance outcomes, audit/site visits, and reporting stipulations of each entity. It is not by chance that Goodwill has successfully administered grants of up to \$2.2 million—the organization recognizes that, in today’s competitive funding environment, it is of critical importance to closely adhere to our funders’ regulations and requirements.

Additionally, Workforce Investment Act (WIA) Youth Services, funded by Workforce Solutions Capital Area since 1999, provides academic tutoring, internships, case management, support services, GED tutoring and testing assistance, job placement, and vocational skills training to over 600 at-risk youth between the ages of 14-21 each year. The program must fulfill stringent performance measures, including attainment of degree or certificate, placement in employment or postsecondary education, and improvements in literacy and numeracy. In the last six years, all performance measures were exceeded, including educational achievement (attainment of degree/certificate, including GED & HS diploma) of 77.13%, placement in employment or education (75.11%), and literacy & numeracy gains (81.25%). The program successfully supported 122 individuals to graduate from GED or high school in 2013.

#### *Educational Need/Anticipated Student Population*

The anticipated student population of The Excel Center is older youth and young adults up to age 25. We expect that the majority of students will be living below 200% of the federal poverty level, many will have minor children, and most will have a history of employment in jobs paying below a living wage. The Excel Center will proactively address the staggering societal costs that high school dropouts incur.

Individuals with a high school diploma have lifetime earnings of \$400,000 more than those without one.<sup>[1]</sup> Vocational skills training further expands the potential pool of higher-wage job opportunities; a June 2012 report from the Center on Education and the Workforce at Georgetown University determined that a postsecondary certificate added an average of \$240,000 in lifetime earnings over a high school diploma alone.<sup>[2]</sup> Over one's lifetime, the expense of a dropout to the government is \$306,906.<sup>[3]</sup> Graduates, on the other hand, contribute over \$250,000 to society through taxes. Unfortunately, as Goodwill has seen all too often evidenced in the people who come through our doors, there are few options for high school dropouts to continue their education—programs struggle to meet demand, and students often lack the support and encouragement necessary to establish and achieve their academic and career goals.

The Excel Center was developed acknowledging that many students will be experiencing multiple non-academic challenges, including transportation and child care, housing, lacking identification, and for undocumented students, difficulty accessing postsecondary education and health resources. One of the reasons life coaches are so critical to the model is the guidance they will provide to ensure each student can access the resources they need to achieve stability and focus on their studies. Goodwill also has extensive experience serving individuals with significant barriers to employment and education. For example, in 2013, Goodwill served 3,580 people with disabilities, 437 with a history of substance abuse, 1,812 working poor, 1,177 welfare recipients, 2,455 at-risk youth, 9,964 persons with a criminal background, 1,421 homeless, 245 non-English-speaking/ESL, and 241 lacking literacy.

Goodwill has longstanding relationships and formal partnerships with many community organizations, stakeholder groups, members of local and state government, and businesses. Throughout the charter school preparation and planning process, we met with dozens of individuals and organizations we identified as being key to contributing to a successful application and engaging as a continued partner in our journey towards opening and operating The Excel Center. We connected with many individuals and groups to share our vision for The Excel Center, including representatives from Workforce Solutions Capital Area, Austin Independent School District, Austin Community College, Communities in Schools, LifeWorks, Round Rock Independent School District, multiple large and small employers, local and state government officials, neighborhood associations, community groups, and client stakeholders.

Our visits were met with strong enthusiasm and a desire to fully support this endeavor.

In February 2013, Goodwill held a public hearing at the Goodwill Community Center to gauge support and solicit feedback from the community. More than a dozen individuals offered support for the initiative, including community and business leaders, current and former Goodwill clients, representatives from other nonprofits, vocational training providers, Goodwill Board Directors, funders, and volunteers. Comments were made on the strength of Goodwill's reputation, the need for schools like The Excel Center and the lack of current available training options. In many cases, the speaker expressed how the lack of career and educational options had presented obstacles to life success for themselves, their loved ones, friends, or clients.

### *Geographic Boundary*

The proposed charter school location, at 1015 Norwood Park Boulevard in Austin, Texas (Travis County) was identified after careful consideration. Key reasons for choosing this location include a mission-rich surrounding neighborhood, accessibility, and available space and resources at the existing Goodwill Community Center. Travis County is centrally located in Goodwill's territory, which includes the counties of Travis, Williamson, Hays, Bastrop, Caldwell, Mason, Llano, Gillespie, Burnet, Blanco, Lee, Fayette, Gonzalez, Lavaca, and DeWitt. We anticipate the majority of students will be from Travis, Williamson, Bastrop, and Hays Counties. Within these four counties, an estimated 177,953 individuals between the ages of 18-44 lack a high school diploma.<sup>[4]</sup> The surrounding St. John neighborhood was



specifically identified based on the following factors:

- Population diversity, including people who are of Hispanic (70%) and African American (13%) descent<sup>[5]</sup>
- 28% dropout rate at Reagan High School<sup>[6]</sup>, just two miles from the proposed charter
- 30% of neighborhood residents ages 18-64 live in poverty<sup>[7]</sup>
- 48% of the population over 25 lacks a high school diploma or GED (Austin: 7%)<sup>[8]</sup>
- 30% of the population over 25 have attended some college (Austin: 65%)<sup>[9]</sup>
- Crime rate is 8.1/100 residents (Austin: 6.1/100)<sup>[10]</sup>
- Proximity to Lyndon B. Johnson and Eastside Memorial High Schools—each has scored at unacceptable levels in the last four years.<sup>[11]</sup>

Please see Attachment A for list of school districts from which the proposed charter will accept students.

We envision that the life coaches and case management services available through The Excel Center will assist students with developing the connections needed to increase engagement with and connection to the community. The Excel Center will ensure the students attain their educational goals in a highly supportive and accelerated environment, playing an important role in stabilizing the neighborhood educational environment.

### *Community Engagement*

The school will be part of a continuum of educational and social services. Below are some of the many resources that will be available to students and their families through Goodwill's existing partnerships and community agencies.

**Best Single Source (BSS):** The BSS collaborative is composed of 12 agencies including Goodwill and is designed to help keep individuals and families housed. For students experiencing a housing crisis or short-term homelessness, BSS may be able to provide the necessary financial assistance to keep the student housed.

- **Central Health's Medical Assistance Program (MAP):** MAP will assist students to gain the health care they need, including preventative care, dental care, and emergency care.
- **City of Austin Community Centers:** The St. John, Gus Garcia, and Virginia Brown Recreation Centers provide an array of social services, including food pantries, clothing closets, notary services, case management, health services, and referrals.
- **Foundation Communities:** Foundation Communities manages fourteen affordable housing properties, seven Community Tax Centers, and six Community Learning Centers. Students and their families will have access to financial coaching throughout the year and free tax preparation if income eligible.
- **Housing Authority of the City of Austin (HACA):** For students living in public housing, HACA provides youth programs, health fairs, computer training, and family self-sufficiency programs. HACA operates five housing properties that are within a five mile radius of The Excel Center.
- **Travis County Family Support Services:** Seven centers provide financial assistance, counseling services, help applying for public assistance, and case management services.
- **Workforce Solutions Capital Area:** Three centrally located centers offer job seekers a variety of services and programs including paid job training through the Workforce Investment Act (WIA), job readiness workshops, Choices program for TANF recipients, veterans services, job clubs, and job search assistance. In addition to the Youth WIA contract, Goodwill is a partner within the Workforce and Education Readiness Consortium (WERC), which is a network of 11 community partners providing education and workforce services. Designed to seamlessly provide job readiness and occupational skills training, WERC connects 38 provider locations to create "no wrong door" for workforce and education services.

### *Educational Plan/School Design*

The Excel Center is unlike any current dropout recovery program in Central Texas. This unique model distinguishes itself by filling a very current and critical gap while enhancing the academic outcomes for students in tremendously underserved populations.

Older youth and young adult learners benefit from strong relationships with peers and staff; these relationships provide consistent support for student education, strengthen motivation to achieve goals, and build resiliency to overcome obstacles that might impede progress. Students who have dropped out require flexibility in their educational programs; students will enroll in The Excel Center at various skill levels and will balance their educations with many life obstacles, including work and family obligations. Therefore, The Excel Center will use a “one student at a time” method where each student will establish his or her educational goals and move at his or her own pace to achieve learning goals. The Excel Center's primary focus is to develop each student's ability to be successful in post-secondary academic environments and to develop the skills required in modern working environments.

The Excel Center's education plan has three main pillars: an academic philosophy that meets the goals and needs of older youth and young adults, a concentrated focus on College and Career Readiness, and a coaching platform designed to address what barriers impede with a student's continued educational success.

The Excel Center's curriculum is an individualized road map to student success, and serves as a customizable guide that assists in planning each student's instructional program. The Excel Center's curriculum has two overall goals: 1) teach the necessary content to graduate with a high school diploma and 2) develop proficiency in the skills - both technical and 21st-century - required to be successful in modern careers. The objective of the TEKS-based curriculum is to ensure that specific skills are taught and mastered in a timely manner and in ways consistent with Texas state standards. The school blends coursework in engaging and interesting ways that also allow students to learn what they need to facilitate access to employment with higher wages and career prospects.

The Excel Center's teaching style will provide sufficient structure and accountability to keep older youth and young adult learners involved in their education. For at-risk populations that often face immediate crises and short-term barriers to an education, the long-term path it takes to earn a diploma (or even to earn course credit) can seem a long way away, and students can become disengaged or discouraged with the time it takes to make tangible progress towards student goals. To mitigate this preconception, The Excel Center will operate year-round with courses designed into 8-week schedules that accelerate learning and the pace in which a student can attain course credit. Students are able to earn credits faster than in a traditional calendar, providing more immediate feedback that a student is making progress towards earning a high school diploma. Classes meet in extended blocks and in face-to-face settings, permitting teachers to establish relationships of trust, relevance, and respect with students. Courses are often team-taught between two or more instructors, blending coursework across multiple domains to increase the relevance of education and to encourage students to think creatively about how coursework blends interdisciplinary work.

Enrollment will be available to individuals up to age 25. Goodwill retains the right to exclude a student from admission who has a documented history of a criminal offense under TEC Subchapter A, Chapter 37.

### *Leadership and Governance*

Goodwill is led by a strong and committed community Board of Directors. The Goodwill governing body consists of the following directors: Mark Finger, Yvonne Suttles, Paula Campbell, Anne L. Morgan, Jamie Lagarde, Francine Breckenridge, Thomas “Ted” Edward Delisi, Leslie “Les” Gage, Cindy G. Goldsberry,

Carl Hansen, Ph.D., Erica Saenz, Yvonne VanDyke, RN, MSN, Gwendolyn Robinson Greene, Issam Bakir, Michael Lustina, Ph.D. Please see Attachment C for biographical affidavits.

Attachment D includes Assurance documents.

Attachment E includes a complete set of Eligibility documents.

[1] Social Impact Research, Youth Career Development, 2012, <http://rootcause.org/documents/YCDissue-final.pdf>.

[2] Carnevale, Anthony, Stephen Rose, and Andrew Hanson. *Certificates: Gateway to Gainful Employment and College Degrees*, Georgetown University Center on Education and the Workforce, June 2012.

[3] McLaughlin, Joseph, *The Fiscal Returns to Completing High School and Additional Years of Schooling Beyond High School in the U.S and Massachusetts*, Center for Labor Market Studies, Northwestern University, 2012.

[4] *Educational Attainment by County*, American Community Survey 2012 1-year Estimates.

[5] City of Austin, St. John/Coronado Hills Combined Neighborhood Plan, 2012.

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## Section One - Educational Plan

### Program Overview

Explain the educational philosophy that guides the design of the school, and describe the curriculum program to be offered and how it aligns with the education program, including primary instructional methods and assessment strategies. Describe any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

#### EDUCATIONAL PLAN: PROGRAM OVERVIEW

As Central Texas's premier provider of vocational services, Goodwill has 55 years of collective knowledge of the impact of education, employment, and fulfilled individual potential. We have witnessed the damage a lack of education has on the ability to earn a living wage from the tens of thousands of people who walk through our doors. Educational attainment is linked to lower unemployment rates and higher pay. Without a high school diploma, only the most menial, lowest-paying positions are available to an individual, yet 18.6% of adult Texans are lacking this certification—almost 3.5 million people.[1]

The Excel Center's innovative model takes the solution to the next level by offering a college and career ready curriculum focusing on older youth and young adults who have dropped out of high school. We will create an environment where every student is supported and has a flexible and individualized plan that fully engages them in their educational journey. Through the career and college readiness curriculum, each student will form new links between education and employment.

The Excel Center is built to accommodate the life circumstances of adults by providing holistic life supports; students will balance their education with life demands, such as taking care of family members and securing work. The Excel Center is designed to support students in critical areas so that they can persist in their education in order to secure sustainable employment and achieve economic self-sufficiency for themselves and their families.

The Excel Center is unlike any current dropout recovery program in Central Texas. This unique model distinguishes itself by filling a very current and critical gap while enhancing the academic outcomes for students who formerly had little or no options. The Excel Center:

- Provides individualized case management designed to help students overcome barriers outside of the classroom, using life coaches and targeted resources to keep students in class and focused despite the out-of-class challenges they may face. They have dropped out once before - our goal is to not allow history to repeat itself.
- Removes the greatest barriers to success by providing child care and unlimited monthly bus passes.
- Includes a rigorous, yet individualized curriculum, allowing students to graduate with a high school diploma and postsecondary certifications.
- Meets the scheduling needs of young adults: the extended school day and compacted terms allow students to earn credits faster than traditional schools.
- Offers an internship program that, with the support of our many community employers, places our students in a variety of work settings throughout Central Texas.
- The robust academic program will provide a strong college focus, reintroducing older youth and young adults to academic possibilities.
- Provides an integrated career and technical education curriculum focused on career readiness and attainment of postsecondary certifications.

The evidence supporting the impact of this adult charter high school is significant. In addition to the data

presented earlier from the economic impact study conducted by Dr. Michael J. Hicks at Ball State University, it was concluded that, “while both employed graduates and non-graduates saw income growth, the graduates saw an average of \$1,716 more than non-graduates per year. Far more meaningful was the reemployment effect. The employment effect yielded average differentials of \$4.3 million in additional wages per year for the entire program, or roughly \$3,926 per student (graduate and non-graduate). Recent employment history following the great recession suggests that higher levels of unemployment would be the norm for those with and without a high school diploma. In fact, graduates of The Excel Charter Academy saw modest employment growth, which clearly is in opposition to the trend.”

[1] American Community Survey, 2012 1-year Estimates, Educational Attainment.

## Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the Texas Essential Knowledge and Skills (TEKS) standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
2. Give an overview of the planned curricula, addressing alignment with the TEKS. Describe the evidence that these curricula will be appropriate and effective for the targeted students.
  - a. Provide, as **Attachment E.1**, a sample course scope and sequence for one subject for each grade configuration (elementary, middle, high school) the school would serve. Identify course outcomes and demonstrate alignment with the TEKS.
- OR**
- b. If the curriculum is not already developed, provide as **Attachment E.1** a curriculum development plan, including identification of individuals responsible and the timeline for development and completion, including review to ensure alignment with the TEKS.
3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

### CURRICULUM AND INSTRUCTIONAL DESIGN

Adult students returning to school to earn their high school diploma bring with them a wealth of diverse backgrounds and experiences, and designing a successful high school educational plan for these students requires embracing and responding to the diverse needs of the learners. A student-centered, teacher-facilitated classroom provides the quality instructional support and differentiation these students need. Most classrooms utilize a student to teacher ratio of 23:1 to maximize teacher to student contact and to provide the optimum conditions for students to learn content and skills. Lower-level remedial courses in literacy and mathematics demand increased teacher support and thus will maintain a lower student to teacher ratio of 10-12 students per teacher. Students earn most course credits through the student-centered, teacher-facilitated classroom, although students who are close to graduation and need one course or one semester of one course may earn the credit through a research-based, teacher-facilitated individualized online learning environment. Courses are structured into extended blocks, allowing for compacted content and intensive work. Course blocks are 90 minutes or 180 minutes in length and meet daily for the duration of each 8-week term.

Adult learners attending the Excel Center earn the credits required for the Foundation High School Program, and most will earn industry recognized certifications and/or dual credits transferable to postsecondary colleges and universities. While earning industry certification and dual credit is not an

absolute graduation requirement, all student plans of study (POS) include at least one certification and/or dual credit opportunity. Excel Center students have the opportunity to earn the Foundation plus Endorsement diploma, although this is not a requirement for graduation. Moving quickly through the high school credit requirements motivates and engages adult learners eager to move into career pathways. The Excel Center educational plan incorporates a year round model of consecutive eight-week terms, with two week summer and winter breaks. Students participate in standards-based, intensive, often interdisciplinary coursework, earning multiple credits during each eight-week term.

Students take a battery of assessments upon enrolling, the results of which combined with a review of previous high school transcripts determine course placements. Placement assessments include the Scholastic Reading Inventory (SRI), which generates a Lexile score for reading, the Scholastic Phonic Inventory (SPI) for students whose Lexile measure is below 150, and the Test of Adult Basic Education (TABE) for reading, mathematics, and English language proficiency.

Students who meet the pre-requisite requirements based on placement assessment results are placed immediately into high school credit bearing courses. To ensure success in credit bearing English and mathematics courses, students whose placement results indicate that they need accelerated instruction take Developmental Reading and/or Math Lab for 1-2 terms prior to taking the credit-bearing high school course (e.g. English I, Algebra I).

All students must complete their core coursework and the five required End of Course STAAR assessments per the Foundation High School Program as outlined in Attachment E.1. Courses labeled with an asterisk are offered as dual credit through an articulation agreement with Austin Community College; students seeking dual credit in these courses must attain a college readiness benchmark based on ACT, ACCUPLACER, or Compass exam scores. Students may earn high school credit in these courses even if they do not place in the dual credit course. Students whose scores do not indicate college and career readiness will participate in Pearson's accelerated instructional program, My Foundations Lab, in addition to the basic high school coursework. Students earn their remaining elective credits through Career and Technical Education courses within their selected career cluster. Courses will follow the TEKS standards outlined in Chapter 130, "Texas Essential Knowledge and Skills for Career and Technical Education. The Excel Center aligns all courses to TEKS and industry certification standards and course sequences reflect graduation requirements under the Foundation High School Program. The mathematics curriculum exemplifies this high quality standards-based design; mathematics course offerings utilize the scientifically research-based Agile Mind Mathematics program created and published by The Charles A. Dana Center of The University of Texas at Austin. As students entering the Excel Center typically struggle with success in mathematics, the Algebra I curriculum utilizes the Agile Mind Intensified Algebra I, a proven program designed to bring students who may be 2-3 years behind in mathematics up to mastery of Algebra I standards. Intensified Algebra I therefore aligns to all of the Texas Essential Knowledge and Skills (TEKS) for Algebra I but also reaches down to align to foundational middle school knowledge and skills. In addition to coaching students to master standards-based mathematics goals and objectives, the Agile Mind Mathematics program incorporates goals and objectives "for shaping attitudes toward learning." During this intensive program, Excel Center students enrolled in Algebra I spend 180 minutes per day in class for two consecutive terms.

See Attachment E.1 for the Scope and Sequence for Algebra I, Geometry, and Algebra II.

#### *Sample Student Plan of Study*

This sample student will graduate with dual credits and two industry-recognized certifications. Course offerings allow students to earn multiple certifications and dual credits while students attend The Excel Center. This sample student earned 26 credits in 9 terms; in fact, most students enter The Excel Center

with some high school credits and thus require less time to graduate. This student will graduate having completed the requirements of the Foundation High School Program, simultaneously earning 2 industry-recognized certifications and 12 college credits.

Year 1, Term 1 - (2 credits earned)

READ 180 – 90 min

Math Lab – 90 min

Integrated Physics and Chemistry – 90 Min (1 science credit-IPC)

PE: Foundations of Personal Fitness (.5 PE credit) and Aerobic Activities (.5 PE credit) – 90 min (1 total physical education credit)

Year 1, Term 2 - (2 credits earned)

World Studies A (English I/World History A interdisciplinary course) – 180 min (1 English, .5 social studies credits)

Intensified Algebra I A – 180 min (.5 math credits)

EOC – English I

Year 1, Term 3 - (2 credits earned)

World Studies B (English II/World History B interdisciplinary course) – 180 min (1 English, .5 social studies credits)

Intensified Algebra I B – 180 minutes (.5 math credits)

EOC – English II

EOC – Algebra I

Year 1, Term 4 – (2.5 credits earned)

Geometry – 180 minutes (1 math credit)

Biology and Communication Applications – 180 minutes (1 science, .5 English/speech credits)

EOC – Biology

Year 1, Term 5 – (4 credits earned)

US History – 180 minutes (1 social studies credit)

Mathematical Models with Applications – 90 minutes (1 math credit)

Career Preparation I – 90 minutes (2 elective credits)

EOC – US History

Year 2, Term 1 – (3 credits earned)

American Sign Language I – 90 minutes (1 LOTE credit)

Government & Economics – 90 minutes (1 social studies credit: .5 credits for government and .5 credits for economics)

English III Dual Credit (Austin Community College ENGL 1301 & ENGL 2327) – 180 min (1 English credit)

Year 2, Term 2 – (4 credits earned)

American Sign Language II – 90 minutes (1 LOTE credit)

Music Level I – 90 minutes (1 fine arts credit)

Anatomy and Physiology – 90 minutes (1 science credit)

Health Science – 90 minutes (1 elective credit)

Year 2, Term 3 – (5 credits earned)

Medical Coding Certification: Medical Terminology, Practicum in Health Science – 180 minutes (3 elective credits)

Pharmacy Technician Certification – 180 minutes (2 elective credits)

Year 2, Term 4 – (1 credit earned)

English IV Dual Credit (Austin Community College ENGL 1302 & ENGL 2322) – 180 minutes (1 English credit)

*Career and Technical Education*

The Excel Center curricular offerings focus on Career and Technical Education (CTE), responding to the needs of adult learners who seek to build the skills necessary to enter or advance in the workforce. Upon enrolling in The Excel Center, students take a career interest and exploration assessment and work with a life coach and college and career counselor to identify a career goal. Utilizing the career goal as situated within a federally recognized career cluster, the coach, counselor, and student identify a Plan of Study (POS) as outlined by the AchieveTexas College and Career Initiative. As each student enters The Excel Center with different course credits earned and needed, the entrance point to the POS is unique for each individual student. The majority of Excel Center students earn at least one industry recognized certification in addition to the Foundation High School Program diploma. The POS course sequences offer numerous opportunities for students to earn dual credits, and The Excel Center partners with Austin Community College to ensure that students earn transcribed, transferrable credits through applicable coursework.

The capacity of The Excel Center to offer multiple CTE pathways in year one will leverage Goodwill's Career Academy and build upon a partnership with Austin Community College. Both organizations provide The Excel Center students and staff with certified instructors, access to a large catalog of industry-recognized certification courses, and quality preparation for certification exams. Goodwill Career Academy's business advisory group works directly with local employers, creating a direct hiring pipeline for Excel Center graduates. Additionally, current Excel Center students and graduates have access to Goodwill's staffing company for assistance in obtaining temporary, part-time, or full-time permanent jobs.

Initial CTE career pathways offered through The Excel Center include Health Sciences, Information Technology, and Manufacturing. The Excel Center plans to add CTE career pathways as enrollment expands and may alter the certifications based on continuous analyses of local job markets. All CTE pathways offer students multiple career choices; for example, a student of Health Sciences may earn one or more certifications, earn dual credit, and have the choice of an immediate career and/or to pursue a health sciences career requiring additional postsecondary education.

CTE Cluster	Health Sciences	Information Technology	Manufacturing
Industry-Recognized Certifications Offered	Emergency Medical Technician (EMT) Pharmacy Technician (CPhT) Phlebotomy Technician (CPT) Certified Nursing Assistant (CNA)	Cisco Certified Entry Networking Technician (CCENT) Computer Maintenance – A+ Certification Microsoft Office Specialist (MOS)	American Welding Society SENSE Certification



	Certified Medical Assistant (CMA) Medical Coding Specialist		
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*Gradual Release of Responsibility*

Teachers structure the classrooms using the gradual release of responsibility instructional approach in which teachers deliver and students interact with new content in a sequence of whole group, teacher-facilitated small group, student-driven small group, and finally independent student practice (Fisher & Frey, 2008). [1] The goal of every course is independent student mastery of the content, skills and standards to which the course is aligned. Teachers at The Excel Center know that all students, but particularly adult high school students, require teacher and peer supports as they practice toward independent mastery. The gradual release of responsibility instructional approach begins with the teacher modeling the new task, “I do”; next comes “We do it together,” in which the teacher facilitates as groups of students work through the task, often taking turns coming to the whiteboard to model their thought processes. The teacher role is reduced more during the student-driven pair or small group phase of the learning, “You do it together,” when students facilitate one another’s learning with the teacher present as a consultant, posing inquiry questions to students rather than giving answers. Finally, student independent practice leading to independent mastery occurs during the “You do it alone” phase of the lesson. All Excel Center lesson plans explicitly incorporate the gradual release of responsibility instructional strategy and its four phases.

Curriculum and instructional design center around a metacognitive framework that focuses on four dimensions: knowledge-building, cognitive, personal, and social, ensuring that students acquire the schema necessary to build the critical thinking skills needed to comprehend and interact with new content (Collins, 2006).[2] In all courses teachers utilize modeling and speaking metacognitively about the academic tasks. Adult students who have not experienced success in high school require instruction in how to approach math problems, how to make sense of a complex text, and how to more deeply engage with the learning process. All course scope and sequence documents outline the “Goals and Objectives for Shaping Attitudes Toward Learning,” in addition to the subject matter content and skills.

Based on data obtained from nine Excel Center schools in central Indiana, poor literacy skills hinder the academic success of young adult learners, an effect compounded for English language learners. Data collected from nine Indiana Excel Center sites as well as scientifically based research performed by the U.S. Department of Education indicate that explicit instruction in disciplinary literacy strategies positively affect reading comprehension and student self-confidence (Lesmeister, 2010[3]; U.S. Department of Education, Institute of Education Sciences, 2010).[4] Excel Center teachers embed disciplinary literacy strategies into all areas of curriculum and instruction, making it clear to students how an expert reader of a particular discipline reads and makes meaning of text. Incorporating disciplinary literacy strategies with the gradual release of responsibility model requires extensive teacher modeling, leading to independent student mastery.

Teachers plan for differentiation and include differentiation strategies in all lesson and unit plans. Based upon student need, differentiation strategies employed in Excel Center classrooms may include using vertical text sets, student choice, heterogeneous and homogeneous grouping, parallel tasks, and incorporating opportunities for multiple learning modalities. Vertical text sets provide students with opportunities for students to read standards-aligned content at reading levels that match or slightly stretch their reading level. In addition to vertical text sets, students continue to interact with complex disciplinary texts, practicing vocabulary acquisition and improving reading comprehension skills. The gradual release of

responsibility instructional strategy described above includes a great deal of cooperative group work, and teachers must select strategic grouping techniques to maximize instructional time and to provide for differentiation. For example during a teacher-facilitated small group rotation, teachers select homogeneous grouping to allow for time to work with students of similar abilities, while during student-centered small group work time, heterogeneous grouping allows students to leverage peer expertise. Ensuring that differentiated curriculum and instruction remain aligned to standards, teachers author “parallel tasks”, tasks that are aligned to the content of the standard but that utilize a slightly simplified process.

Teachers whose students include English language learners additionally employ the Sheltered Instruction Observational Protocol (SIOP), in which teachers plan explicitly for content adaptations, building background knowledge, creating comprehensible explanations and scaffolded learning experiences, and providing opportunities for review prior to mastery assessments.

[1] Fisher, D. & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

[2] Collins, A. (2006). Cognitive apprenticeship. In R.K. Sawyer (Ed.) *The Cambridge handbook of the learning sciences* (pp. 47-59). Cambridge, UK: Cambridge University Press.

[3] U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, *what Works Clearinghouse* (2010).

[4] Lesmeister, M. B., (2010, February). CTE and literacy: Teaching adults to read with Reading Apprenticeship. *Association of Career and Technical Education, Techniques*. 28-32.

## Student Performance Standards

Responses to the following items regarding the proposed school’s student performance standards must address the TEKS.

1. Clearly state how the TEKS will be incorporated into classroom instruction and assessment.
2. If you plan to adopt or develop additional academic standards beyond the TEKS, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the TEKS.
3. Explain the policies and criteria for promoting students from one grade to the next. If mid-year opportunities for grade advancement will be available, explain and provide the rationale for this option. Discuss how and when promotion and graduation requirements will be communicated to parents and students.
4. Provide, in **Attachment E.2** the school’s promotion requirements for students to the next grade and/or graduation requirements, as applicable. The promotion/graduation requirements should clearly set forth what students in the last grade served will know and be able to do, in addition to TEKS.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

### STUDENT PERFORMANCE STANDARDS

The selection of appropriate instructional materials is essential for the implementation of high-quality instruction, and the selected materials must be consistent with the goals, objectives, and content of the Texas Essential Knowledge and Skills (TEKS). All courses and assessments included in The Excel Center course progression are aligned with TEKS, and all instructional materials are evaluated by an instructional materials review team led by the Head of School and lead content area teachers. In order to ensure a common understanding of the requirements of TEKS, the team determines the level of cognitive demand or depth of knowledge (DOK) required by each of the TEKS statements and then deconstructs the standards

into measureable learning targets to which common assessment items are developed. These learning targets become the lesson objectives for the respective courses, and instructional materials and resources are evaluated based on their alignment to TEKS, the learning targets, and their depth of knowledge. In order to ensure that courses are designed to meet the overall learning outcomes of TEKS, essential questions are constructed for each course, and course assignments, projects, and final exams are designed such that students must demonstrate their ability to utilize content knowledge in answering these questions.

In reviewing the extent to which instructional materials are appropriately aligned to the expectations of TEKS, The Excel Center academic team utilizes an analytical tool developed by the Charles A. Dana Center at The University of Texas at Austin, Mathematics Instructional Materials Analysis: Supporting TEKS Implementation. While this tool was originally designed to select aligned mathematics materials, The Excel Center academic team has adapted the tool for use in all content areas. The tool assists the team in evaluating proposed instructional materials to ensure they meet the rigor and depth outlined in course specific TEKS. The tool delineates a process for using the TEKS as the focal point for analyzing instructional materials including the following attributes of the TEKS: all portions of the TEKS addressed; knowledge and skills and student expectations; primary focal points; underlying processes; and balance between conceptual knowledge and behavioral skills.

### *Curriculum Mapping*

The Excel Center academic team creates a curriculum map for each course that identifies the content taught, the skills or learning targets that students must master related to this content, the TEKS that are aligned to each skill, the assessment tools used to measure mastery, and the resources and materials used to teach the content and skills. Curriculum maps and curriculum-based formative assessments are reviewed each term to ensure vertical articulation, standards alignment, and effectiveness based on student data. Curriculum maps guide the development of instructional unit plans and daily plans for each course, ensuring alignment of all instruction to TEKS requirements.

While the majority of all courses are classroom-based and teacher-led, in some instances students in need of a credit may utilize an online course environment for credit recovery purposes. Students will complete online coursework in two ways. First, the APEX Learning Digital Curriculum offers courses designed just for Texas students and that are specifically aligned to the Texas Essential Knowledge and Skills (TEKS); this alignment has been studied and confirmed by The Excel Center Office of Academics. These courses include: Algebra I STAAR; Geometry STAAR; Algebra II STAAR; Chemistry STAAR; Biology STAAR; Physics STAAR; English I STAAR; English II STAAR; English III STAAR; English IV STAAR; World Geography STAAR; US History STAAR; World History STAAR.

In order to ensure that all online courses are 100% aligned with the Texas Essential Knowledge and Skills (TEKS), The Excel Center Office of Academics will review all online course offerings and will align all lessons to TEKS. Lessons that may be part of a course in the APEX Digital Curriculum that do not align with TEKS will be disabled at the administrative level, and students will not be required to complete these lessons. The Excel Center Office of Academics will collaborate with highly qualified licensed teachers on staff to create digital lessons for any TEKS standards not included in an APEX course. These lessons will be delivered via the Learning Management System, Blackboard Learn. While many of the lessons and assessments will be setup for automatic scoring, some will require grading by a certified instructor assigned to the virtual course.

Students earning industry certifications do so within TEKS-aligned CTE courses. Courses leading to industry certification also align to standards set by the regulatory entity of the particular industry; examples include: Texas Department of State Health Services – Emergency Medical Technician certification, Texas

State Board of Pharmacy – Pharmacy Technician certification, and Cisco Systems, Inc. – Cisco Certified Network Associate certification. Dual credit coursework aligns with TEKS and Austin Community College requirements, leading students to obtain high school credit and transcribed college credits simultaneously.

### *Criteria for Promoting Students*

Students enrolling in the Excel Center enter a grade based upon the number of high school credits earned previously as well as the results of placement tests taken at enrollment. Graduation depends upon credits earned, not the grade level placement. Students typically move from one grade level to the next based upon their English I, II, and III completion, and grade level advancement necessarily occurs during any term of the school year. Five 8-week terms comprise the school year, and students earn multiple credits during each term; therefore, grade advancement must occur within the school year. Students must master at least 70% of the requirements of the TEKS for each course before moving to the next course in the sequence for each subject. Students are able to demonstrate this mastery and earn credit by examination, and this process is described in further detail in the High School Graduation Requirements section of this application.

The Excel Center employs life coaches and college career readiness coaches, and students meet with coaches throughout each term. Prior to the start of the first term in which they enroll, students meet with their coaches to discuss their plan of study, their course schedule and the specific requirements for their graduation. Throughout each term, coaches assist students with monitoring grade point averages, credits earned, and credits needed. In addition to progress monitoring with coaches, students have an account in the school's student information system and can login to review their course progress, plan of study and test scores. Initial and ongoing meetings with coaches involve students reading and understanding the requirements of the TEKS, and students monitor and record their progress toward mastering the TEKS expectations in each of their courses. As appropriate, parents will be engaged to support students' understanding of and progress towards meeting all graduation requirements.

Attachment E.2 outlines the course requirements for graduation. Students will complete the graduation requirements established from the year they entered 9<sup>th</sup> grade. The Excel Center graduation requirements mirror the requirements for high school graduation outlined in 19 Tex. Admin. Code §74.11 for the Foundation High School Program, and the crosswalk in Attachment E.2 explains how The Excel Center's course requirements fulfill graduation requirements from students enrolling in high school in 1998 and beyond. Students who enrolled in 9<sup>th</sup> grade at some high school prior to 1998 will meet also the graduation requirements established for their academic year. Students who never enrolled in 9<sup>th</sup> grade, or students who are unable to locate an academic transcript at their last high school will be classified as incoming freshman students in the current school year and will fulfill the Foundation High School Program requirements. The Excel Center will ensure that each student's individualized learning plan is in compliance with the appropriate graduation requirements based on an analysis of the student's transcripts and the date that they were first enrolled as freshmen.

## **Student Performance Assessment**

1. Describe the process to be used to determine baseline achievement levels of students and methods of measurement to be used.
2. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and the TEKS.
3. Explain the plan to measure and evaluate academic progress – of individual students, student cohorts, and the school or campuses as a whole – throughout the school year, at the end of each

academic year, and for the term of the charter contract. Explain the plan to collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

### STUDENT PERFORMANCE ASSESSMENT

The Excel Center utilizes diagnostic, formative, and summative assessments to guide instructional decision-making. Upon enrollment in The Excel Center, students take diagnostic assessments to guide their placement into courses. Baseline achievement levels of students will be measured by the Test of Adult Basic Skills (TABE) and Scholastic SRI assessments. The Excel Center uses the TABE to obtain information on students' skill levels in the following content areas: reading, math, language, language mechanics, vocabulary, spelling, science, and algebra. The results indicate whether students will require remediation prior to enrolling in high school level course work, and the skill-specific data allows for the development of tailored individual learning plans for all remedial coursework. Students also take the Scholastic Reading Inventory (SRI), a reading comprehension and vocabulary assessment that provides a Lexile® score that guides placement into remedial or high school coursework in English language arts. Students who score below a 1000 Lexile for example, are required to take a remedial reading course, Scholastic READ 180, to improve their reading comprehension prior to enrolling in English I.

Diagnostic assessments are used within all classes to build on student strengths, clarify misconceptions, and introduce new or unknown concepts and may take the form of initial writing prompts, pre-assessments, KWL charts, and anticipation guides. Formative assessments are used to monitor student progress over the course of units, provide information to adjust instruction to maximize student achievement relative to the TEKS, and provide effective and timely feedback to all students throughout the course of instructional units. Summative assessments are used to measure student achievement at the end of a unit of study, identify patterns for specific students or groups of students, determine learning priorities for the school improvement plan, and establish performance targets to address student needs and desired outcomes for TEKS-aligned courses in each content area.

#### *Interim Assessments*

In addition to all state required end of course (EOC) exams, The Excel Center assesses student learning needs and progress throughout the year through locally developed interim assessments. The Excel Center academic team creates common, TEKS-aligned curriculum based assessments that measure the level of student mastery of the TEKS taught within each instructional unit. Students take these short cycle formative assessments each Thursday, and then data teams meet each Friday to review the results and make instructional shifts, plan for differentiated instruction, and schedule students for tutoring sessions based on the assessment results. The common formative assessments are computer based and are created within Blackboard Learn, the school's learning management system. Each item is TEKS aligned, and teachers and students can track student mastery of the TEKS throughout the term. The formative assessments in many cases are prescriptive, and learning modules are automatically assigned to individual students based on their assessment results. Students work on their learning modules during independent work rotations in the classroom, during tutoring sessions in the resource room, and at home.

Courses are divided into units, and each unit culminates with a unit assessment that assesses mastery over the TEKS covered in the unit. These common assessments are both formative and summative in nature; they account for a portion of the student's grade but also inform the student, teacher, tutor, and coach of individual student needs. In addition to the unit assessments, at the end of each course students must pass a TEKS-aligned final exam before credit for the course is awarded.

### *Measuring and Evaluating Academic Progress*

The Excel Center measures and evaluates the academic progress of individual students, of term-based cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. The Excel Center utilizes a technology-based student information system (SIS) that tracks student attendance, progress toward TEKS mastery, progress toward graduation requirements, state and local assessment results, career pathways, and behavioral and academic interventions. The Head of School ensures that teachers and coaches keep records up to date in the SIS, and all data is expected to be up to date by the end of day on Thursdays for use during Friday data meetings.

### *Collecting and Analyzing Data*

Data analysis is based on the research-based approach outlined in *Using Student Achievement Data to Support Instructional Decision Making*, an Institute of Education Sciences practice guide (Hamilton et al., 2009). The Excel Center makes data analysis part of an ongoing cycle of instructional improvement, teaches students to examine their own data and set learning goals, establishes a clear vision for school-wide data use, provides supports that foster a data-driven culture within the school, and develops and maintains school-wide data system. The Excel Center data review meetings are held school-wide every Friday, and the data team includes the Head of School and all teachers and coaches. Data team meetings follow a focused protocol, and dialogue is based on the following (Sparks, 2007):

- Making known the assumptions that underlie our perspectives
- Inquiring into and examining the assumptions of others
- Remaining open to the perspectives of others and willing to be influenced and to change our thoughts and actions because of them
- Suspending judgment until all relevant data have been shared
- Sharing responsibility and leadership
- Speaking to the group as a whole, as opposed to holding side conversations
- Practicing empathy
- Listening carefully to what is being said without interrupting others
- Refraining from offering comments, commiseration, or offers of assistance, until they are appropriate
- Instituting periods of silence at contentious points in meetings in order to calm emotions and provide participants with time to reflect on what is being said and on their current points of view.

Friday data review meetings begin by the Head of School presenting data examining student attendance, progress toward course goals and graduation requirements, external assessment data, common benchmark assessments, classroom data, and course grades. Teachers and coaches analyze trends and drill down into classroom and individual student data to inform instructional planning and interventions within the instructional term. At the end of each instructional term data is reviewed from a higher level and focuses on classroom and school-wide improvements to curriculum and instruction. While minor adjustments are made regularly during the school year to curriculum, instruction, and assessments, larger revisions are informed by school-end data and takes place during the summer recess. All data compiled within the SIS is available to the school instructional and coaching staff, and students have access to their own data via an individual student login to the SIS.

References

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.

Sparks, D. (2007). *Leading for results*. Thousand Oaks, CA: Corwin Press, pp. 62-78.

### Pre K Transition (Prekindergarten Only)

1. Describe strategies to ensure that the educational program will effectively prepare students to enter kindergarten on or above grade level including a successful transition plan from kindergarten.
2. Explain how students will be monitored and progress assessed.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

Not applicable.

### High School Graduation Requirements (High School Only)

High schools will be expected to meet the Foundation High School Program as outlined in TEC §28.025.

1. Describe how the school will meet Texas graduation standards. Explain how students will earn credit hours, how grade-point averages will be calculated, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

#### HIGH SCHOOL GRADUATION REQUIREMENTS

Attachment E.2 outlines the graduation requirements for students attending The Excel Center. Students must meet all criteria of the Foundation High School Program as required by Texas Education Code (TEC) §28.025.

Per 19 Tex. Admin. Code §74.24, students who have not received credit in a course but have received instruction in the course may earn credit by examination if the student earns at least a 70% on the examination. Students who have not received instruction in a course but who wish to earn credit by examination must earn at least a 90% on the examination. In order to ensure quality and fidelity to standards, The Excel Center will purchase exams developed by The University of Texas at Austin K-16 Education Center. Free study guides for these assessments are available to all students. Course credits that may be earned through these examinations include:

- Business Information Management IA (§130.14), Business Information Management IB (§130.14)
- English IA (§110.31), English IB (§110.31), English IIA (§110.32), English IIB (§110.32), English IIIA (§110.33), English IIIB (§110.33), English IVA (§110.34), English IVB (§110.34)
- Communication Applications (§110.58)
- Health I (§115.32)
- Foundations of Personal Fitness IA (§116.52)
- Algebra IA (§111.32), Algebra IB (§111.32)
- Geometry A (§111.34), Geometry B (§111.34)

- Algebra IIA (§111.33), Algebra IIB (§111.33)
- IPC A (§112.38), IPC B (§112.38)
- Biology A (§112.34), Biology B (§112.34)
- Chemistry A (§112.35), Chemistry B (§112.35)
- Physics A (§112.39), Physics B (§112.39)
- US History A (§113.41), US History B (§113.41)
- US Government (§113.44)
- Economics (§118.4)

In addition to the credits of coursework and EOC assessments required as outlined in Attachment E.2, students must earn at least 70% in a class to pass the course with a grade of D-. Course grades are calculated using the following weighted grading system: 20% Final Exam; 10% Midterm Exam; 50% Other Assessments (Tests, Quizzes, Performance Tasks); and 20% Skill Practice (In-class and Homework Assignments).

Student grade point average (GPA) is calculated on a 4-point scale, with dual credit college courses receiving an additional weight of 1.0. Courses leading to an industry recognized certification qualify for the weight only if they are dual credit courses. GPA is calculated at the end of each term and is averaged across terms to calculate GPA at graduation. Most students who enroll in The Excel Center have earned high school credits and thus have a GPA on their transcript. The Excel Center uses previously earned grades and credits in its GPA calculations. Non-credit bearing courses such as Math Lab and Developmental Reading earn no credits and thus do not count toward a student's GPA.

*Grade Point Average (GPA) Calculation Procedure*

Numerical Course Grade (%)	Letter Grade	Grade Points	Dual Credit Grade Points
94-100	A	4.0000	5.0000
90-93	A-	3.6667	4.6667
87-89	B+	3.3333	4.3333
84-86	B	3.0000	4.0000
80-83	B-	2.6667	3.6667
77-79	C+	2.3333	3.3333
74-76	C	2.0000	3.0000
70-73	C-	1.6667	2.6667
Below 70	NC (no credit)	No grade points	No grade points

Calculation: GPA Per Course = Number of Credits Earned in the Course x GPA (from table) + 1 (For Dual



Credit Course)

Term GPA = Sum of all Per Course GPAs / Number of Credits Earned in the Term

Sample Calculation of GPA:

Courses Completed This Term	Number of Credits Earned	Course Grade	GPA for Course
American Sign Lang. I	1.0	B+	1 x 3.3333 = 3.3333
Government & Economics	1.0	A-	1 x 3.6667 = 3.6667
English III Dual Credit	1.0	B-	1 x 3.6667 = 3.6667
GPA Sum			10.6667
GPA FOR TERM			10.6667 / 3 credits = 3.5556

Students earn credit hours not just through seat time, but also through demonstrating mastery of the standards to which the course aligns. The Excel Center's Head of School maintains standards-aligned final exams for teachers to administer at the end of each term.

Student must select their elective coursework through one of four career cluster pathways: Health Sciences; Information Technology; Manufacturing; and Transportation, Distribution, and Logistics. The Excel Center plans to increase the number of career pathway options for students in subsequent years of operation, according to local industry employment needs.

Aligning all coursework with Texas College and Career Readiness Standards in addition to TEKS content standards ensures that students passing these courses and end of course assessments will be ready for college and careers. All CTE coursework aligns with TEKS and/or industry standards, and students must pass assessments to demonstrate mastery of these expectations, and Excel Center curriculum and instruction undergoes continuous analysis and revision to meet changing post-secondary expectations.

Teachers collect student performance data in the form of classroom assignments and benchmark assessments, and teachers, coaches, and the school director hold weekly data meetings to analyze student data and instructional strategies. Teachers and coaches extend the professional learning community to include regular communication with students regarding their levels of mastery of particular skills, set goals, and monitor progress.

Students place into coursework based on the diagnostic assessments they take upon enrollment. Students needing remediation find greater success when placed into remedial reading and/or math coursework during their first term and immediately begin tracking their own progress. Students move through the course sequence when ready based on their reading level (Lexile score), passing prerequisite courses, and passing end of course assessments. While some students may not meet the graduation requirements in the timeframe planned for them, The Excel Center offers individualized intensive remediation in the form of tutoring sessions before, during and after school.

## Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs, and explain how they will be funded.
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
3. Describe the programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

**NOTE: Open-Enrollment Charter Schools may not charge "blanket" activity fees. See TEC §12.108 for additional information governing tuition and fee restrictions.**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

### SUPPLEMENTAL PROGRAMMING

The Excel Center's calendar operates year-round with no difference in pace and structure during the summer. The school will operate at full capacity during this period and will have full participation of students and staff. Staff in the Excel Center are paid full time, and they accrue paid time off. Therefore, the summer months are paid like any other part of the Excel Center's schedule.

We realize that many of our older youth and young adult students balancing school with life, work, and family concerns struggle to even prioritize existing responsibilities. As a result, the Excel Center will not provide many traditional extracurricular activities like clubs or teams; the majority of these activities are not relevant to the needs of Excel Center students. Instead, the school provides supports for students to maintain progress towards their educational goals while they balance their education with the obligations of family, work, a healthy lifestyle, and other concerns. The Excel Center may develop future extracurricular offerings based on student demand.

Older youth and young adults returning to school face a number of challenges that take place outside of the classroom. The 2006 Gates Foundation report, "The Silent Epidemic," indicates that only 35% of high school dropouts said their classroom performance was the primary reason they dropped out. Most students left school for other than academic reasons--in particular, life circumstances such as needing to work, pregnancy and parenting, or caring for other family members.

#### *Co-Curricular Activities*

The Excel Center provides targeted supports for students to ensure that factors outside the classroom do not impede educational progress. Life coaching, transportation assistance, and onsite child care will remove obstacles that can keep students from attending class. In addition, The Excel Center provides training and support to ensure that students are developing personal skills that will keep them engaged in school, employed in their future positions, and resilient.

Life Coaches promote continued student engagement, meeting individually with students to assist them in learning how to overcome personal barriers to educational progress. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. Coaches will work with students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and child care) or long-term challenges (including student self-efficacy and self-confidence).

With The Excel Center's accelerated pace of instruction, regular attendance is critical. Coaches aggressively find solutions to student challenges in order to allow them to participate in class each and

every day. A life coach will help each student develop problem-solving skills to overcome life challenges, instilling the confidence they need to succeed in educational environments and motivating them to take proactive steps to overcome life and work barriers. The life coach will work closely with college and career counselors to facilitate access to internships and postsecondary education.

Although there are a wide variety of obstacles that may impede a student's progress, the two most significant barriers to student attendance are a lack of transportation and child care options. The school will distribute bus passes to students who remain in good academic standing, giving the students the ability to get around town, to work, and to class.

Some Excel Center students will have to take care of their children while also trying to continue their education. To help students continue their education, The Excel Center operates a child drop-in center. This center allows for children of students to be cared for while his/her parent is involved at the school. Due to licensing requirements, parents will be able to drop off their children for a maximum of four hours each day.

Soft Skills Instruction and Academic Youth Development (AYD): In addition to its core academic content, The Excel Center also devotes considerable time developing soft skills and motivation within. The Excel Center will use the scope and sequence used by the AYD initiative to ensure that Excel Center students are making progress on their goals. Developed by the University of Texas Charles A. Dana Center, *Academic Youth Development* (AYD) is a research-based program that enhances student learning and engagement, reshapes students' academic identities and improves academic achievement., AYD has been shown to be effective among adult populations as well for grades 8-10. By implementing AYD, The Excel Center anticipates significant gains in mathematics achievement, especially among low-income and minority students. Elements of the AYD curriculum will be enacted throughout The Excel Center's academic year, beginning during the iExcel new student orientation, with standards included throughout the curriculum, most prominently in freshman-level courses.

### *Preparing for Careers*

As students prepare for their graduation, a college and career counselor works with each student to identify possible avenues for career development in industry sectors that offer good growth potential. College and career counselors will design career pathway programs targeting industry driven programs and provide one-on-one support to students throughout the college preparation/application process. Twenty-first century skills are integrated into the school's curriculum in order to prepare students to become workplace-ready. Students will build on themes and case studies applied in workplace contexts, encouraging students to develop and demonstrate skills that will be valuable in workplace environments. Opportunities for students to demonstrate these skills are woven into core content and school progress. The school's emphasis on these skills will enable each student to understand how mastery of the core curriculum can be used as a means to develop skills that will be important in his or her career.

The Excel Center will focus on specific industry sectors where students have strong employment prospects. Achieve Texas has outlined six targeted industry clusters that will continue to serve as the backbone of Texas' continued economic growth:

- Science, Technology, Engineering, and Mathematics
- Law, Public Safety, Corrections & Security
- Health Science
- Information Technology
- Agriculture, Food and Natural Resources

Based on the economic environment in the Austin area, The Excel Center will prioritize careers in these

industries, with a priority on health science, information technology, and short-term trainings that help students gain industry-recognized credentials and certifications.

Goodwill has experience providing workforce development solutions in high-demand fields. In collaboration with Austin Community College (ACC) and Workforce Solutions Capital Area, in June 2012, Goodwill launched the Goodwill Career Academy (GCA). The Goodwill Career Academy allows Goodwill clients to obtain meaningful occupational certificates in demand industries thereby significantly increasing their earning potential. Certificates Goodwill currently offers are Administrative Assistant, Heating/Ventilation/Air Conditioning (HVAC) Technician, PC Technician, Machine Operator, and Certified Nursing Assistant.

The GCA facilitates transformative change for students and strengthens the Central Texas workforce. Goodwill aggressively pursues hiring relationships with local employers that could benefit GCA graduates; employer partners of this initiative include St. David's Healthcare, Athena Manufacturing, ARS, NexxLinx, and Flametech.

### *Graduation Portfolios*

Prior to receiving their high school diploma, each student in The Excel Center must complete a graduation portfolio. The Excel Center Graduation Portfolio verifies and ensures that students who graduate from The Excel Center have the necessary tools to be successful at their next stage in life, adequately equipping them for their educational/professional future. Students, upon graduating The Excel Center, will continue to face life obstacles that can prevent them from having academic or professional success. The completion of a graduation portfolio ensures that students have easy access to all documents, forms, and information they will need for the future.

The graduation portfolio has three primary components:

- 1) Information needed by all graduates, regardless of their future plans
- 2) Information needed by Career focused graduates
- 3) Information needed by College focused graduates

The graduation portfolio will be assessed at three separate times. Coaches will evaluate part of the Graduation Portfolio prior to student transitioning to the College and Career Counselors. Each Excel Center location will then be responsible for creating a specific process to assess graduation portfolios.. After this review, copies of all graduation portfolios will be sent to a Graduation Portfolio Committee. The committee will assess the portfolio's using the Graduation Portfolio Rubric.

Complete graduation portfolios require students to have tangible examples of the skills and resources they will need during the next stage of their careers. This includes: Resume; Completed sample job application; Cover letter and/or a personal statement; Appropriate email address, voicemail message, and text signature; Professional email, text signature, and voicemail greetings; Letters of Reference.

*NOTE: Public Schools may not charge "blanket" activity fees. See TEC §11.158 for information on fee restrictions.*

## **Special Populations and At-Risk Students**

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs (IEPs) or Section 504 plans; students receiving BE or ESL services; students identified as Gifted and Talented (GT); and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, including an explanation of how those projections were developed (e.g. through data related to a

- specifically targeted school or neighborhood or more generalized analysis of the population to be served). Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.
2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
    - a. Methods for identifying students with special education needs (and avoiding misidentification);
    - b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;
    - c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
    - d. Plans for promoting graduation for students with special education needs (high schools only); and
    - e. Plans to have qualified staffing adequate for the anticipated special needs population.
  3. Explain how the school will meet the needs of students requiring BE or ESL services, including the following:
    - a. Methods for identifying these students (and avoiding misidentification);
    - b. Specific BE/ESL instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
    - c. Plans for monitoring and evaluating the progress and success of these students, including exiting students from BE/ESL services; and
    - d. Means for providing qualified staffing for these students.
  4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.
  5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
    - a. Specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
    - b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and
    - c. Means for providing qualified staffing for intellectually gifted students.

**NOTE: Schools are responsible for hiring teachers certified to serve students with special education, bilingual education (BE) and English as a Second Language (ESL) needs pursuant to law.**  
**NOTE: 19 Texas Administrative Code (TAC) Chapter 89. Adaptations for Special Populations. Subchapter BB. Commissioner's Rules Concerning the State Plan for Educating English Language Learners (ELLs) states that all school districts that are required to provide bilingual education and/or English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC).**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

#### SPECIAL POPULATIONS AND AT-RISK STUDENTS

The Excel Center employs an inclusive philosophy that recognizes the value diversity brings to the educational experience. The school will utilize multiple strategies to address the unique, diverse needs of students of all populations.

Goodwill has a long history of serving populations at-risk of not completing their education and unable to

secure sustainable employment. The student body of The Excel Center will mirror the client base that Goodwill has served in the Austin community for over 55 years. In 2013, 35% of clients served by Goodwill were Hispanic, and 28% were African American. A significant percentage have disabilities. Many others have a history of involvement in the justice system, are experiencing homelessness or housing instability, or are welfare recipients.

The Excel Center teachers and resource staff will be trained on strategies to identify students with learning disabilities and other challenges. In addition, since many adults struggle with the stigma of a learning disability and will try to hide that information, the identification process will include each student's life coach to provide emotional support. Like all Excel Center students, students in special education will create individualized learning plans to accomplish their learning goals. However, these plans will include more robust analysis of resources to support their learning. Dedicated special education supports will be available until a student ages out of the special education program at 22. At that time, students may be able to receive additional support through the Department of Assistive and Rehabilitative Services.

The Excel Center's coursework will be delivered through teacher-led instruction and online digital curriculum as appropriate instructional materials in fixed length courses. Students will have access to technology in order to access this online material. Students will progress through learning modules that are designed to teach content aligned to Texas Essential Knowledge and Skills (TEKS).

Highly qualified teachers will work in content area teams to review and validate the content of this material and assess students' mastery of coursework. Students will be able to contact staff through email and instant messaging during the school's operating hours, which include day and evening. Additionally, teachers will share contact information with students so that they may be reached after hours as necessary.

The Excel Center will use the APEX online learning systems for students to complete remedial, credit recovery and for courses that are not able to be scheduled for in-class instruction. APEX provides a mastery-based online curriculum system aligned with TEKS that encourages a deeper knowledge and application of the material.

As students complete material, licensed teachers will review their progress and provide academic feedback on their course work as well as tutoring when needed. Teachers will also use APEX digital resources as part of a blended learning model for in-class instruction in addition to other standards-aligned, research-based instructional resources.

### *Special Education Students*

The Special Education Director will conduct a full array of assessments to identify students needing Special Education services. He/she will play a significant role in the development of the Individual Education Plan on behalf of these students. The Special Education Director will implement research-based intervention programs with students who have been correctly identified as needing Special Education services. The Director along with the Intervention Specialist, if needed, will work with content instructors to develop tutoring activities and provide additional tutoring to students needing extra supports.

Through the iExcel orientation students will be asked to complete a profile whereby they will self-disclose any history of receiving Special Education services. Prior school records will be requested and discussed individually with students who have self-identified as having received and needing Special Education services and this information will be used in developing the IEP. With the students' consent, families may also be engaged in the process to assist in identifying specific tools and supports that have been helpful in supporting the student reaching their academic goals. Faculty and staff will also complete training in the identification of special education students, as well as ongoing related professional training.

Students with disabilities will receive the supports they need to achieve the same high standards as students who do not have disabilities. Strategies that may be used include:

- Varied instructional methods in order to provide individualized learning, including the adjustment of learning styles and pacing
- The use of assistive technology when appropriate; Goodwill has a fully-equipped assistive technology lab onsite that may be accessed by students. Available equipment includes speech recognition software, magnification software, adaptive keyboards and laser head pointers.
- If needed, additional time to master course material, with flexible evening and weekend hours available.
- Tutoring

Plans of study will be monitored throughout the year to gauge each student's progress towards educational goals and ultimately graduation. The student's life coach will attend all ARD meetings, as well as, when appropriate, parents or guardians. Life Coaches will work closely with students with disabilities to prepare for graduation and to help them develop meaningful relationships among their peers. Special education teachers will be certified as required by law; The Excel Center will place an emphasis on the hiring of passionate, creative educators who desire to work with our student population. All teachers will participate in professional development activities on differentiated instruction.

### *English Language Learners*

Based upon the clients Goodwill currently serves, The Excel Center anticipates that some students will have a native language other than English. Faculty and staff will connect BE and ESL students with the resources they need to learn and remain engaged in schoolwork. Some online content will be available for Spanish speakers, and bilingual staff will be available to assist LEP students to access the resources of the school. Students with limited English proficiency will benefit from the school's focus on tangible, skills based coursework. In particular, skills-based training in industry-specific certificate programs will assist limited English speakers with vocabulary and terminology needed to work in particular industries. Online resources are available in Spanish and other languages as well.

For example, in reading, when a student's native language is one other than English, English language acquisition will build on the foundation of the learner's first language. An English language learner is simultaneously learning to speak, read, and master content in English. To address these multiple areas, instruction will proceed on multiple fronts, including focus on phonemic awareness, phonics, decoding, and work attack skills. Concurrently, students will be learning academic vocabulary and comprehension strategies and skills.

The Excel Center will adhere to all state and federal laws and regulations when working with ESL students. The State of Texas provides specific learning expectations for ESL students, English Language Proficiency Standards (ELPS), which The Excel Center will incorporate into its educational philosophy. The Excel Center will also access a Toolkit offered through local Regional Education Service Centers; the Toolkit offers instructional guidelines and strategies for lesson planning designed for ESL students in mind. The Education Service Centers also offer related professional development. Myriad resources will be used to ensure administrators have a thorough knowledge of cutting-edge policies and directives regarding ESL students.

Other Specific BE/ESL instructional programs, practices, and strategies may be incorporated, including, but not limited to:

- School/home partnerships
- Sheltered instruction, including the SIOP model, which teaches academic content and language concurrently.
- Focus on fluency and cultural aspects connected to learning

- Technology-based learning
- Other student-specific interventions
- Faculty use of common cross-disciplinary instructional vocabulary
- Resourceful use of cooperative learning discussions, graphics, and concept maps
- Vocabulary and comprehension strategies, including Reading Apprenticeship, CLOSE reading, pre and post-reading, and summarization.
- Varying the instructional method as appropriate
- Career-related training
- Both formal and informal assessments
- Careful consideration of course sequences
- Ongoing ELL-related professional development

Teachers will monitor student progress throughout the school year based on multiple indicators. The proficiency of incoming ESL students will have been measured by the LAS Links placement test, unless a current TELPAS score is available. Using the TEA LEP decision chart, the educator will determine the best course of action for the needs of the student. The TELPAS assessment will indicate the capabilities provided in the ELPS student expectations and performance will be reported throughout the year in accordance with the ELPS proficiency level descriptors.

There will be bilingual staff available to assist LEP students to access the resources of the school. Goodwill will also contract with outside providers in order to meet the educational needs of any second language students who do not speak Spanish.

#### *Students Performing Below Grade Level*

The Excel Center allows each student to be engaged at a pace that fits each student best, and, because students are part of establishing their own schedules, students are able to be physically present in the school at times that fit their needs. The Excel Center motivates students by celebrating milestones that students have achieved, with the objective of inspiring them to set even higher goals. Students also participate in life skills-related programs, many of which are aligned with 21st century skills. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that a coach will create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when course work may seem too challenging and life barriers become difficult to manage. Coaches will work with students to identify potential barriers to students' continued education, whether through short-term barriers (such as housing and childcare) or long-term challenges (including student self-efficacy and self-confidence). Coaches will meet with each of their students at least biweekly to check in and identify whether there are additional supports needed to keep each student engaged.

#### *Gifted and Talented Students*

The Excel Center complies with all guidelines and requirements of the Texas State Plan for the Education of Gifted/Talented Students. The Excel Center provides a variety of opportunities to meet the needs of and to enhance the abilities of intellectually gifted students including acceleration and credit by examination, differentiated classroom instruction, and college dual enrollment. Upon enrollment, student transcripts from previous high schools are evaluated, and a previous designation as gifted and talented is noted in the student's individual learning plan. Additionally, students whose TABE scores indicate that they are at a grade level equivalency of 11+ and/or whose SRI scores indicate a Lexile level of 1200+ are initially identified as gifted and talented. Additional assessments may be administered such as the ACT,



ACCUPLACER, or Compass assessments to determine levels of college readiness. The Excel Center utilizes multiple measures in the identification process, and once students are placed in courses based on achievement and placement results, qualitative and quantitative measures continue to be utilized for the identification of intellectually gifted students.

The individualized learning plans created for each Excel Center student allow for the placement and grouping of students based on their academic progress and intellectual needs, rather than strictly adhering to age or grade-level curricula. This provides access to advanced learning opportunities. Differentiation of instruction in the classroom is informed first by pre-assessments given at the beginning of each unit of instruction in a course, ensuring student advancement through targeted learning experiences. Additionally teachers select curricula and design instruction that allows students to proceed at the pace and depth that meets their readiness level. Strategies that support differentiation allow each student to be challenged by a variety of instructional practices suited to individual achievement levels, learning styles, and interests and include opportunities for group and individual work. Dual enrollment allows qualified high school students to enroll in college coursework while still in high school and earn high school and college credit simultaneously. Dual enrollment enriches the coursework of The Excel Center by providing college-level instruction to students in core subjects such as English and mathematics and college and technical education courses such as Introduction to Pharmacy. Dual enrollment provides an opportunity for students to spend time with intellectual and academic peers who share their interest in specific academic areas.

Monitoring and evaluating the progress and success of intellectually gifted students at The Excel Center takes place in weekly data meetings in which the individual learning goals for these students are monitored and curriculum and instruction revised if needed. Unit pre-assessments and weekly short-cycle assessments within courses prevent repetition and re-teaching of content that students have already mastered. Students mastering the content move on to advanced levels of difficulty, accelerating the pace with which they complete the course. Pre-assessment, curriculum differentiation, consistent ongoing assessment, and embedded higher level thinking skills are essential elements of The Excel Center's programming for intellectually gifted students. Wrap around services such as life coaching, career coaching, and college preparation coaching are provided to students on a regular basis to ensure that intellectually gifted students receive the affect supports needed for them to achieve their academic and career goals.

The Excel Center will provide annual training in gifted and talented education to all administrators, teachers, and coaches. The content of the trainings follow the recommendations of the Texas Association for the Gifted and Talented (TAGT) and include:

- Nature and Needs of G/T Learners
- Identification and Assessment
- Social and Emotional Needs
- Creativity and Instructional Strategies
- Differentiated Curriculum

Initial training will involve these core areas, and additional annual training will provide a more in-depth focus into one or more core areas.

### **Educational Staff Capacity**

1. Identify the key members of the school's educational leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners who will play an important ongoing role in the school's development and operation.

Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as school leadership, administration, and governance; and curriculum, instruction, and assessment.

Describe the group’s ties to and/or knowledge of the target community.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.
3. Identify the principal candidate and explain why this individual is well-qualified to lead the proposed campus in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader’s ability to effectively serve the anticipated population. Also provide, as **Attachment E.3**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

**OR**

If no candidate has been identified, provide as **Attachment E.3** the qualifications and job description for this role, and discuss here the timeline, criteria, and recruiting and selection process for hiring the campus leader.

4. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal. If known, identify the individuals who will fill these positions and provide, as **Attachment E.4**, the qualifications, resumes/curricula vitae, and professional biographies for these individuals. For any position not yet filled, instead provide in **Attachment E.4** the job descriptions and qualifications for each position, and discuss here timeline, criteria, and recruiting and selection process for each.
5. Explain who will work on a full-time or nearly full-time basis following award of a charter to lead development of the school and the plan to compensate these individuals.
6. Explain the plan for distributing to parents information related to the qualifications, experience, and certifications of each teacher, including any professional or educational degrees held and a statement of any certification under TEC §21.057 or PL 107-110 §1111(h)(6)(B)(ii).

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

**EDUCATIONAL STAFF CAPACITY**

Goodwill has been serving adults with barriers to employment and education in the Austin community for over 55 years. Our staff has specific knowledge and skills in understanding and working with specific populations including individuals lacking education, people living in poverty and those involved in the criminal justice system. As a CARF accredited organization our service delivery model has been commended for its ability to support these individuals on their journeys from chronically unemployed/underemployed to reaching their goals of becoming qualified members of our workforce.

*Head of School Qualifications*

The Excel Center Head of School will have a Doctorate or Master’s Degree in Education, Psychology, Counseling or related field and hold a current license in secondary administration. He or she will bring experience in school management and working with education professionals. The Head of School will also hold a teaching certificate in a subject specialty and have extensive experience in curriculum implementation, instruction, and assessment. Goodwill will utilize the assistance of a search committee to

recruit appropriate applicants. Emphasis will be placed on the Head of School's passion for serving adult learners and commitment to The Excel Center's mission.

Goodwill has created a Head of School Search Committee and has hired an executive search firm as we embark on a state-wide search for a highly-qualified individual who will best represent the organization's culture while meeting the needs of our diverse student population. Executive search firm fees will be paid by Goodwill.

The Head of School job description is included as Attachment E.3.

### *Leadership*

The Excel Center Head of School will report to Goodwill's Senior Vice President of Mission Services, Michael Willard. Mr. Willard has been with Goodwill since 2011 and has over twenty years of management experience in social and educational services for nonprofit organizations. Mr. Willard leads Goodwill's Mission Services division, overseeing more than 110 employees and more than \$7.3 million in diverse funding streams, including GED, adult education, and workforce development career specific training programs. He has initiated collaborative partnerships to expand educational offerings with Austin Community College, Austin Independent School District, Seton Medical Center, and other local educational organizations. Mr. Willard previously served as the Executive Director of Austin Habitat for Humanity and has a Master's degree in Counseling. From his experience in working to improve the lives of adult and youth high school dropouts, ex-offenders, homeless, and persons with disabilities, he knows the struggles of the charter school's target students. From this knowledge he understands the importance of sound adult education practices to expand, improve, and coordinate delivery of education, career training, workforce development, and support services.

Mr. Willard reports to Goodwill's President and CEO, Gerald L. Davis. Mr. Davis joined Goodwill in 1998 and has led the organization on its exponential growth trajectory, to the \$84 million agency it is as of 2014. Mr. Davis has a background in health services management and a Master's degree in Occupational Therapy. In recent years, Mr. Davis has been awarded the Greenlights Nonprofit Leader of the Year and Ernst & Young Social Entrepreneur of the Year. His community involvement also includes service on the boards of University Federal Credit Union, Workability International, the Austin Community Advancement Network, the Austin Chamber of Commerce, and Goodwill Industries International. Mr. Davis will also serve as Superintendent of The Excel Center.

Mr. Willard and Mr. Davis both have extensive community ties in Central Texas, residing in the area for 10 years and 16 years respectively. Their knowledge of and investment in the community and the target populations served by The Excel Center will be leveraged for the school's benefit. Resumes for Mr. Willard and Mr. Davis are included as Attachment E.4.

### *Partners*

Goodwill Industries of Central Texas is joining a network of schools created by Goodwill Education Initiatives. Many of the successes of The Excel Center Network will be replicated at The Excel Center in Austin. The Excel Center model was designed by Goodwill Education Initiatives, Inc. (GEI) a 501c3 nonprofit corporation headquartered in Indianapolis, Indiana. GEI is a nonprofit corporation affiliated with Goodwill Industries of Central Indiana, Inc., a nonprofit organization serving 29 counties in Indiana. In addition to The Excel Centers, GEI also operates a high school for traditional-age students and provides support services for independent schools through INI Schools, a new entity that offers performance analytics, finance & accounting, state compliance and reporting, and special education services for schools in Indiana.

The Excel Center Network provides services for schools to improve their operations, but they do not

make any managerial or leadership decisions for their partner schools. The network and its staff will make recommendations based on its experience and results, but decision-making, implementation, and accountability will rest on the school and its Board of Directors. These resources will provide targeted supports in the most critical areas of new school development, enabling local leaders to build on a successful starting platform and benefit from the guidance of experienced leadership in The Excel Center model.

**Curriculum Maps:** Teachers in The Excel Center will be able to access curriculum maps, lesson plans, and other resources via an online portal maintained by GEI and hosted by EdLine, a Blackboard company. Materials and lessons will be shared online, giving teachers a platform to browse curricular resources, lesson plans, unit plans, exams and other teaching aids that have been implemented in other schools that use The Excel Center model. This platform facilitates information and sharing of best practices among teachers across The Excel Center Network.

**Professional Development:** Assistance will be given to equip staff in all locations to improve classroom instruction and school operations. Structured sessions will include webinars and attendance at an annual conference for staff that operate in The Excel Center model, including instructors, coaches, college and career counselors, and school leaders.

**Data Warehouse:** GEI operates a data warehouse to facilitate comparison of school performance across all of the schools that use The Excel Center model. Developed by INI Schools for The Excel Center Network, the data warehouse collects high-level data from the various student management systems in use across the country, importing them into an SQL database for easier analysis and comparison between schools. The data warehouse uses a Tableau software interface to present that data in ways to equip school leaders to make data-informed adjustments to the school's performance. The data warehouse provides services at multiple levels: it gives school leaders the opportunity to perform more robust analysis of school data, looking at patterns and relationships built around the key driving indicators of success in The Excel Center model. The warehouse will aggregate performance information from each of the Excel Center schools, allowing school leaders to benchmark with other locations to identify best practices across Excel Center sites. This data will include raw performance (of the entire school), in addition to performance among student ability levels, demographics, life barriers, and other factors. In addition, teachers can use reports on classes to organize assessment data, grades, retention, and other factors.

**Technical assistance in school start-up and performance management:** Staff from Goodwill Education Initiatives in Indianapolis will assist network school leaders in developing start-up plans. They will also provide advice on performance management, authorizer relations, school board development, and public policy. In addition, Goodwill Education Initiatives staff will educate the Head of School on the essential elements of The Excel Center Model, equipping the school leader with a working knowledge of each element of the school's structure, including the rationale and success factors that make each element work.

All of the services and resources provided will equip leadership of The Excel Center to operate the school as effectively as possible. No Goodwill Board Director, Goodwill Education Board Director, or Officer of the school is affiliated with Goodwill Education Initiatives, Inc. or The Excel Center Network.

Other key partners will include:

- Jill Kolasinski, founder of KIPP Austin Schools has been hired by Goodwill as an education consultant and has supported the development of the education plan, facilities design, and enrollment policies and procedures. She will continue to support The Excel Center in the search for a Head of School as well as identifying potential school board members.
- Workforce Solutions Capital Area is our regional workforce development board. Goodwill is the lead, fiscal agent of the Youth Employment Partnership, the Workforce Investment Act (WIA) Youth Services contractor. The Youth Employment Partnership is a collaboration of workforce

development and youth services agencies that include LifeWorks, Communities In Schools, and American YouthWorks. Workforce Solutions Capital Area contracts with C2 Global Professional Services to run three One-Stop career centers, one of which is co-located at the Goodwill Resource Center campus. WIA Adult and Youth Services Programs will offer leveraged resources for The Excel Center students that qualify for WIA services. The Workforce Solutions Career Centers will serve as referral sources. Alan Miller, Executive Director has shared his support and agrees that obtaining a high school diploma is critical for these youth to be successful.

- Austin Community College will provide occupational skills courses in multiple trade and technical industries such as A+ training, Network+ Training, Administrative Assistant Office Specialist, Certified Nurse Assistant + Acute Care Skills, Construction/HVAC.

The Senior Vice President of Community Engagement and the Senior Vice President of Mission Services will lead the efforts to hire the Head of School. Immediately upon hire the Head of School will lead the development of the school. Compensation for the Sr. Vice Presidents will be provided by Goodwill. The Head of School salary is budgeted within the startup budget.

All newly enrolled students will attend iExcel orientation and receive a student handbook. All Excel Center teachers will be certified and their qualifications, experience and certifications will be provided via the student handbook. Additionally, the school's website, annual report, and outreach materials will speak to the qualifications of faculty members.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## Section Two - Operations Plan

### School Calendar and Schedule

1. Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program, including total number of days/hours of instruction. In **Attachment O.1**, provide the school's proposed calendar for the first year of operation.
2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for foundation subjects. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Describe how the instructional day will be structured to ensure adequate coverage of all the TEKS. Provide the minimum number of instructional hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment O.1**, a sample daily and weekly schedule for each grade configuration of the school.
3. Note the number of hours dedicated for teacher planning and collaboration, if applicable.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

#### SCHOOL CALENDAR AND SCHEDULE

The 2015-2016 academic calendar for the school is included as Attachment O.1. For many young adult learners, the lengthy timeframe needed to progress through an academic program is a major detriment to their lasting success.[1] The Excel Center's schedule is designed to reinforce educational success by accelerating the pace in which students can earn credits. The school's class schedule operates on eight-week cycles, using extended teaching times of 90 minutes each, with some courses merging periods together for 3 ¼ hour blocks. This structure gives students the ability to earn credits on a faster pace than in a traditional 15-week semester, while maintaining the high quality of educational offerings. Throughout the academic year students will complete their coursework or withdraw from the school, and The Excel Center fills that student's place during the next iExcel at the beginning of the next term. After an eight-week cycle is completed, students are then assigned into a new schedule with new coursework. Students are required to attend a minimum of 4 hours each day of classes.

The Excel Center's 2015-16 calendar includes 194 days of instruction. This schedule includes five eight-week sessions.

#### *Structure of the School Day and Week*

The Excel Center school week includes four days of fixed-time classroom instruction and two days of self-directed student learning. Scheduled fixed-length classes take place Mondays through Thursdays. Fridays are available for teachers and staff to prepare for classes, hold case conferences, staff meetings, and one-on-one tutoring sessions and meetings with students.

Classes will be held Monday-Thursday from 8:30 am until 8:45pm. This extended schedule allows for adults to attend classes when their schedules allow, fitting coursework in alongside work or family concerns. A variety of activities will take place in the facility throughout each school day, including classes, one-on-one tutoring, self-directed study, and coaching activities. Resource staff will be available to assist students with specific questions related to their coursework. Excel Center staff will adjust schedules to meet the students' credit needs and their ability to attend classes for each term. The weekly schedule – including the amount of academic time devoted to core subjects – is included in Attachment O.1. In addition, two sample student schedules are also included in Attachment O.1.

The Excel Center operates five periods, each consisting of 90 minutes of instruction. Each day of fixed-time instruction provides 450 minutes (7.5 hours) of instructional time available for students. Each week

includes 30 hours of fixed-length TEKS based instruction. Courses are offered in the foundation subjects that meet TEKS requirements during each of the five periods, as shown in Attachment O.1.

On Fridays, students participate in self-directed learning. They are able to continue on online credit recovery courses, take TABE examinations, work with a tutor and/or meet with their instructors in one-on-one meetings.

The Resource Area is open from 8:00am until 8:00pm, Monday-Friday. The Resource Area is monitored by licensed instructors and has the support of unlicensed resource staff, including coaches. Online credit recovery courses are available to students at all times, so students may continue their education when they are available. Most students will attend credit recovery for specific periods of the day to ensure that they continue making regular progress on online modules. During the resource area's operating hours, teachers, resource staff and tutors will be accessible to students working on-line. A staff rotation will be created to ensure that there is always a staff person on duty, and any questions asked to staff outside of working hours will be responded to by the next morning.

For students with children, the child drop-in center within the school will be open from 8:00am to 8:00pm. More information on the drop-in center is included in the Supplemental Programming section within the Education plan.

#### *Teacher Planning and Collaboration*

Teachers will spend 4.5-7.5 hours planning per week depending upon course load. While hours are not dedicated specifically for teacher collaboration, teachers will have frequent opportunities for interdisciplinary collaboration on projects and professional development activities. Teachers will also work collaboratively with life coaches to ensure services are provided in the most effective, efficient manner for students. Additionally, 16 professional development days are scheduled.

[1] Complete College America (2011). *Time is the Enemy: The surprising truth about why today's college students aren't graduating ... and what needs to change*. Washington DC: Complete College America.

### **School Culture**

1. Describe the culture of the proposed school and explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for involving students who enter the school mid-year.
3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, BE or ESL services, students at risk of academic failure, and gifted and talented students.
4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

#### **SCHOOL CULTURE**

The environment within The Excel Center is designed to meet young adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The core values and philosophy, coupled with school's format, reflects the characteristics of an educational environment that benefit young adult learners.

The following core values will serve as guiding values for Goodwill and The Excel Center's focus, philosophy, and structure.

- Everyone Matters: We believe in second chances. Each student will be treated as an individual who has the power to reshape his or her own future and contribute significant value to society.
- A Family Strengthening perspective maximizes the potential for positive outcomes. Recognizing that life concerns and responsibilities will have a tremendous impact on whether a student is able to succeed at The Excel Center, services will encompass supports for the entire family.
- Integrity: Excel Center will base its operations on the highest code of moral and ethical character, striving to have the most significant impact on the lives of the people we serve.
- Collaboration: The Excel Center will leverage Goodwill's extensive network of existing collaborations to reduce duplicity of services, ensure easy client access to services, and tap into the additional expertise, support, and resources of our many partners.
- Lifelong Learning is a central tenet of Goodwill, applied to not only clients of the organization, but also its employees. Each employee is supported achieve ambitious personal and professional goals through career development. Client services focus on career and personal advancement through work and education

In addition to its core values, The Excel Center will follow five operational principles:

- Prepare students for what comes next after completion of their high school education. The Excel Center is successful when its students are prepared for their next step beyond high school, whether in postsecondary education, entering a career with valuable skills certification, or developing essential job readiness skills.
- Address the out-of-school barriers that may keep students from making academic progress. Young adult students balance schoolwork with life responsibilities, including caring for family members, working and managing personal and family crises. The Excel Center addresses these life challenges proactively and holistically so that students remain engaged in their education while managing these other aspects of their life.
- Equip students to progress as quickly as possible to their goals. The Excel Center is structured to allow students to progress as quickly as possible, earning credits in shorter timeframes and receiving consistent reinforcement that they are making progress.
- Adjust the school's instructional design for the unique needs of each student. Every student has a unique path through The Excel Center, as each student requires different levels of remediation, credits, and supports for life barriers and obligations. A pedagogical approach specifically geared for adult learners, a flexible structure and case management/life coach support will further maximize the potential for success.
- Acknowledge that each student bears the primary responsibility for his/her educational success. Adults in The Excel Center have made a decision to return to school, and the environment of the school is based upon that key commitment. Although The Excel Center can provide an array of supports and structures to assist a student to meet his/her educational goals, success ultimately depends on each individual's personal commitment, persistence and dedication.

The culture of The Excel Center will be demonstrated in every interaction and experience among teachers, administrators, students, and parents. Starting from the very first stages of each student and faculty member's introduction to The Excel Center, he or she will observe these guiding tenets in action and begin to internalize the school's cultural values.



The environment within the Excel Center is designed to meet young adults' learning needs by encouraging them to see the relevance and importance of their education while providing a mature environment for learning and discussion. The school's format reflects the characteristics of educational environments that benefit young adult learners, including open discussion, self-directed learning and personal accountability.

The Excel Center's academic environment is designed to prepare students for postsecondary education, which requires self-direction, initiative and personal discipline. The school will provide a variety of academic opportunities for growth that fit students' needs and learning styles. In order to allow students the freedom to explore these goals, students will determine the pace and content of their academic program.

The model is designed around students who have recognized the need for an education and have demonstrated a certain level of motivation to continue their education, and will provide supports to students to continue in this approach by helping overcome life barriers and set realistic goals to mark and continue their progress.

Specifically, students will develop confidence in their own abilities, receive encouragement and support from coaches, and receive advance confirmation that he or she can be successful in postsecondary environments by enrolling in dual credit courses. These supports are intended to develop each student's sense of self-efficacy in achieving his or her educational and career goals.

#### *Developing The Excel Center Culture*

The Excel Center staff work with a challenging student population, so staff development often focuses on the ways in which staff can interact with students in productive ways. A critical component of The Excel Center's success is the hiring process, wherein teachers are selected in part based upon their emotional intelligence and ability to build relationships with students. This need is even more particular with young adults, who respond better in a respectful learning environment that values the perspectives, experiences and views the student brings to the classroom.

As a part of new staff development, staff learns more about the population they will be serving in the Excel Center. In a group setting, staff watch videos of students' communication styles, and examine case studies of student barriers. Staff debriefs these experiences, brainstorm ways of working with this student population, and set expectations. Administrators and faculty also assist new staff in learning how to work with this population and to share ideas and best practices on means of promoting student engagement and success. This process is repeated at the beginning of the new academic year in January, allowing staff to recalibrate and prepare for a new academic year.

#### *iExcel New Student Orientation*

Many students who return to school may not realize fully the level of commitment that is required to earn a high school diploma. For many, especially students who still have dozens of credits to earn, setting realistic progression expectations is a critical first step. The iExcel orientation introduces students to the culture of the school and its expectations. At the beginning of the student term, this two-day session introduces students to their coaches, performs initial TABE assessments, and establishes motivation and goal-setting. The orientation also exposes students to what postsecondary opportunities exist after earning a high school diploma.

The iExcel orientation also familiarizes students with the role of their coach. The Excel Center coaches are responsible for keeping students engaged and motivated in the school. The relationship that a coach will create with each student is a critical factor in student success, as that relationship will provide security, confidence and encouragement for students to continue when the work becomes challenging and life barriers become difficult to manage. Coaches will work with students and parents (when applicable) to

identify potential solutions to students' continued challenges, whether through short-term crises (such as housing and childcare) or long-term coping skills (including student self-efficacy and self-confidence).

Coaches will have demonstrated excellent communication skills and an ability to make connections with individuals from various backgrounds, cultural groups, and ways of living. The coach will require a strong level of emotional intelligence to cope with the barriers that students face and to provide motivation and encouragement to struggling students. Additional responsibilities include: administering the intake process, assessing life experiences, determining education tracks with instructional staff, and connecting students with supportive services to ensure success.

#### *How the Culture Fits Students with Special Needs*

The Excel Center's unique curricular format provides ample support for special student populations. Students arrive at the Excel Center at a variety of levels, and the Excel Center's structure is designed to provide the appropriate instructional method to meet their needs. This structure allows students with special needs to receive appropriate support, whether they have Individualized Education Programs, Section 504 plans, English Language Learners or students at risk of leaving school. Gifted students, most of whom were distracted from educational success for other reasons have an opportunity to reconnect and appreciate the relevance of an education that leads to a valuable career and dual-credit options for postsecondary education.

Students at the Excel Center engage with material that meets their needs at their level of ability, allowing students below grade level to have a variety of opportunities to catch up. The integrated curricular model permits students to build on their own work and life experiences while simultaneously learning new content. This individualized and mastery-based approach ensures that students develop mastery of concepts and techniques to connect students to future plans.

The Excel Center teachers and resource staff are trained in strategies to identify students with learning disabilities and other challenges. In addition, since many older youth and young adults struggle with the stigma of a learning disability and will try to hide that information, the identification process involves each student's coach to provide emotional support.

#### *Students with Mild, Moderate and Severe Disabilities*

Like other Excel Center students, students in special education will create individualized learning plans to accomplish their learning goals. However, these plans will include more robust analysis of resources to support their learning. Students with disabilities will be able to access the instructional methods that best suit their abilities, whether online, one-on-one, or within a classroom setting. All Excel Center staff are trained on strategies to manage students with behavior problems while promoting an environment of pro-social behavior and reinforcement. A General Education Intervention and Response to Instruction team will serve as the backbone for not only identifying students with learning disabilities, but also creating a rigorous and relevant curriculum and supporting teachers in differentiating instruction for every learner.

Students will assess whether students need special education services through an array of supports. Testing at intake will identify whether students are being successful with their educational program. In addition, the school will request records for incoming students via Child Find to identify any students in need of special education services.

Special Education staff will write IEPs for students with special education needs and will be responsible for notifying parents, instructors and coaches of their specialized plan. Our Assistive Technology Lab, coupled with accessibility options with on-line curriculum allow students to access the same material as other students and work at their own pace. These staff will work with instructors to ensure that students receive appropriate services to ensure they can remain on track to graduate.

The Excel Center's schedule allows Fridays to be used to hold regular meetings for special education. Instructors are responsible for attending case conferences and to work with SPED team members to implement necessary accommodations and develop instruction to meet the needs of diverse learners. In addition, teachers are to communicate attendance and behavior issues to SPED staff to assist in revising the educational format of the school. Coaches will attend case conferences and write 504 plans in collaboration with SPED staff. They also are required to communicate any attendance or behavior issues with SPED staff. SPED staff develops curricular designs for students, assisting in the development of individualized communications with both students and parents.

Because students all have flexible calendars based upon their unique situation, it is common to adjust plans to accommodate students with special needs. Staff work with students to establish what academic schedules are appropriate for their unique needs and make that work. Some students are able to attend one classroom session and then spend the rest of the day in General Skills Lab where they work with other students. Other students are eligible to participate in on-line directed course content, where they can work at their own pace.

### *English Language Learners*

The Excel Center anticipates that many students will have a native language other than English. The Excel Center staff will connect English Language Learners (ELLs) with the resources they need to learn and remain engaged in schoolwork. Where possible, on-line content will be available for Spanish speakers, and there will be bilingual staff available to assist ELLs to access the resources of the school. The Excel Center will contract with outside providers in order to meet the educational needs of any second-language students who do not speak Spanish. Students with limited English proficiency will benefit from the school's focus on tangible, skills-based coursework. In particular, skills-based training in industry-specific certificate programs will assist limited English speakers with vocabulary and terminology needed to work in particular industries.

English Language Learners are first identified during enrollment at the Excel Center. Students fill out a Home Language Survey during which they self-disclose what languages are spoken at home other than English. These students who indicate any languages other than English take the LAS Links exam to indicate the degree to which they need assistance in foreign languages. LAS Links exams are taken annually in the fall, with re-tests at regular intervals throughout the school year to determine the level of support students require. English Language Learners' collective data on student growth on TABE scores, credit attainment and intermediate grades will be used to determine whether the school is providing sufficient supports for ELLs.

Course content, most notably in online formats, is available in many foreign languages. The Excel Center will contract with interpreting services to ensure that students are able to participate in the regular academic functions of the school. Student case conferences will review student progress and determine whether additional academic supports may be needed to ensure ELL students have what they need.

### *Students Performing Below Grade Level*

A student who enrolls in the Excel Center having dropped out of another school most likely continues to face many of the risk factors that led to his/her leaving school. Many students arrive at the Excel Center in need of significant remediation: TABE scores taken at intake reveal that 70% of students test below a sixth grade skill level in math, and 45% score below a sixth grade level in reading. Students who test below a sixth grade math level and a seventh grade reading level are eligible to participate in Basic Skills Development: Math and Basic Skills Development: Reading. These courses are designed to increase basic proficiency in skills and to ensure that students can build the basic skills to succeed in secondary-level

coursework. These courses include online education coupled with direct instruction by licensed staff on course topics and skills that a large number of students are struggling to master.

These students are encouraged to make consistent academic progress and learn at their own pace. For many students, behavioral issues are indicative of problems that occur outside of school environments. Therefore, Excel coaches have the particular challenge of identifying potential issues that might affect student conduct. Where possible, the coach will try to connect the student to community resources or other organizations that might be able to ameliorate some of the deeper issues that can result in poor student behavior.

### *Gifted and Talented Students*

Students who are intellectually gifted will be encouraged to explore educational options at the post-secondary level. Students who can pass the COMPASS Placement Exam will have the chance to attend Austin Community College (ACC)—at no cost to the student – and take credit courses. The Excel Center will build on ACC's dual credit course offerings for high school students. In the dual credit arrangement, an Excel Center student is dual-enrolled as both an Excel Center and an ACC student, and completion of an ACC course grants both high school and postsecondary credit. The Excel Center will pay the tuition costs for Excel Center students to take ACC courses. Dual credit has been shown to have significant outcomes in improving postsecondary success and high school credit attainment.

Research indicates that many gifted students dropped out of school due to life issues that impeded their economic progress. The Excel Center's coach is a critical support to identify what out-of-school challenges may interfere with that student's educational success.

### *A Day in the Life of a Student*

The school is designed to reflect the characteristics of educational environments that benefit all young adult learners, including open discussion, self-directed learning, and personal responsibility. The Excel Center will make learning experiences available through a variety of formats, allowing the student to select instructional methods and schedules that best fit his or her learning needs.

Students at The Excel Center will attend when their schedules allow either as full-time or part-time students as indicated in their Plans of Study. There is no one set experience of a typical day for a student, as each student's instructional program, community supports, and resources will create a unique educational experience. However, a typical day for a student with young children could proceed as follows:

- At 8:30 am, an 18 year-old student arrives at The Excel Center. Before going to class, he drops off his child at The Excel child care drop-in center, recognizing that he must pick her up before 12:30pm.
- At 8:45 am, he begins his morning class, American Studies, a three-hour class that when completed with a passing grade will award him 1.5 credits.
- When the class ends at 11:45 am, he stops in to see the college counselor to make certain his FAFSA is complete because he is slated to graduate the next term.
- At 12:30 pm, he picks up his daughter from the child care drop-in center and they eat lunch; the student then takes her to his mother's house, so he can study for his Pharmacy Technician class that evening.
- At 6:00 pm, the student returns to The Excel Center to attend his Pharmacy Technician course provided in partnership with Austin Community College.

A typical day for a student who is working an evening job could look as follows:

- At 8:30 am, a 21 year-old student arrives at The Excel Center. Before going to class, she checks in with her life coach because she realized she will not be able to pay her rent on Friday. Her life coach offers to help her create a budget to help her better plan her expenses and asks her to return over her lunch break.
- At 8:45 am, she begins her morning class, Algebra II, a compacted three-hour class that when completed with a passing grade after the eight-week term, will award her last math credit for her high school diploma.
- When the class ends at 11:45 am, she returns to her life coach's office and learns that he has found her assistance with her rent for this week. Then they begin to talk about her expenses to create a realistic budget while they both eat a quick lunch.
- This student then goes to her afternoon classes, which begin at 12:30 pm. She is taking a 90-minute Economics class followed by 60 minutes in the resource area where she logs into her computer and works on her online English IV class. This is the last English class she needs to meet her English requirements.
- At 3:15 pm, she gets on the bus outside the school and heads to work at her part-time job where she will work until 9:00 pm.

#### *A Day in the Life of a Teacher*

Much like students, teachers in the school will have variable school days. A typical day in the life of an instructor is as follows:

- At 7:00am, an English instructor arrives at the resource area and logs on to her email and instant messaging system. She is the assigned staff member who answers questions that students send digitally. In the early morning, students have few questions, so she uses her free time to review her upcoming schedule and plan out writing and project prompts for upcoming portfolio assignments.
- At 9:00am, she begins to meet with students for portfolio check-ins. She meets with students to give constructive feedback on their projects and to assign new projects. She meets with six students in the morning before stopping for lunch at noon.
- At 1:00pm, she leads a small seminar class (five students) on persuasive writing.
- From 3:00pm to 4:00pm she reviews lesson plans and prepares for her next day of work. She grades portfolio writing assignments and leaves work at 4:00pm.

### **Student Admissions and Enrollment**

1. Briefly analyze the competition in the area for the same students. Describe the methods that the proposed school will use to recruit and retain students.
2. Explain how the plan for student recruitment and marketing will provide equal access to all interested students and families. Specifically describe the plan for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
3. Provide, as **Attachment O.2**, the school's Admissions and Enrollment Policies, which should include the following:
  - a. The period (both the beginning and the ending dates) during which the applications for admissions will be accepted (see TEC §12.117), including a summary of the application process;
  - b. Procedures to be followed in conducting a lottery when a grade or class is oversubscribed including which exemptions from the lottery (include whether the charter school will exercise

- the right to exempt from the lottery returning students, the siblings of returning students, and/or the children of the school's founders and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment.)
- c. The approximate date on which a lottery will be conducted if required;
  - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;
  - e. The non-discrimination statement to be included in the proposed school's admissions policy. *TEC, §12.111(a)(5);*
  - f. Policies and procedures for the admission of students with documented histories of any of the types of misconduct listed in *TEC §12.111(a)(5)(A);* and
  - g. Enrollment deadlines and procedures.
4. If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. *TEC, §12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC, §12.1171 permits a charter school specializing in one or more performing arts to require an applicant to audition for admission to the school.*

**NOTE: If a charter is granted, the sponsoring entity will be required to submit a copy of its admissions policy, admissions application, and enrollment form(s) for review during the contingency process.**

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

### STUDENT ADMISSIONS AND ENROLLMENT

The Excel Center was created as a dropout recovery model, and as such we currently see minimal competition for students. We recognize the good work others are doing in our community, however not only is the need greater than any one organization, no other school in our area is offering such a strong academic program with comprehensive supports for our target population.

There are two other organizations that currently recruit students who are in similar situations as potential Excel Center students. Premier High School, operated by Responsive Education Solutions, has a campus five miles from The Excel Center and another campus in South Austin. Premier also operates an in-district charter at Lanier and Travis High Schools offering dropout recovery services. This program has served 196 students in the 2012-2013 school year.<sup>[1]</sup> The Austin Can! Academy offers educational opportunities for students who have struggled in traditional environments. In the 2011-2012 school year, the Austin Can! Academy enrolled 297 students.<sup>[2]</sup> The organization has not met Adequate Yearly Progress for two or more consecutive years and is subject to Title 1 School Improvement Requirements in Math, Reading, and Graduation.<sup>[3]</sup>

Austin Independent School District (AISD) estimates that there are 2,275 students at Lanier and Travis high schools alone that are at risk of dropping out.<sup>[4]</sup> Based on total AISD numbers, we estimate the number of students at risk of dropping out in The Excel Center service area to be at least four times that number. The gap between at-risk students and those served by existing programs demonstrates a tremendous opportunity for The Excel Center to meet the community's need.

The Excel Center differentiates itself from competing agencies by emphasizing college and career readiness, job certification, providing life coaches who connect students to a strong network of comprehensive support services, offering a drop-in child center. Additionally, The Excel Center will assist students with overcoming common barriers, such as transportation, by providing bus passes for each student.

#### *Recruitment*

Goodwill has a natural pipeline of potential students thanks to our robust youth program, which currently enrolls more than 600 hard-to-serve young adults. Barriers include a history of involvement with the

criminal justice system, pregnant and parenting youth, high school dropouts, homelessness, physical, emotional, and intellectual disabilities, and youth who are runaways or in foster care. In addition, Goodwill has a successful history as a strong community collaborator – we will work with our myriad partners throughout the Central Texas region to continuously recruit and enroll students. To ensure equal access to all interested students we will publicize application and enrollment opportunities and timelines on our website and through various publications and media outlets.

- Through our WIA Youth Services Program we host five orientation sessions each month explaining the program eligibility requirements and describing our services, locations, and expectations of enrolled participants. Attendance at these orientation sessions averages 65 to 100 individuals per month and is made up almost entirely of young adult dropouts ages 18 to 21. These individuals are all potential students for The Excel Center.
- Goodwill has a long standing relationship with neighboring high schools and dropout recovery counselors. We will work closely with them to identify and reach out to the students who have dropped out or stopped attending, becoming a resource to those schools. The partnership will not only help students, but it will benefit the school by enrolling departing students so they are not reported as dropouts on annual school performance reports.
- As a partnering agency to Workforce Solutions Capital Area Workforce Development Board, we will actively recruit through their One-Stop Career Centers and work with their case managers under the various programs such as SNAP, CHOICES, and WIA Adult (services 18 and over) to conduct outreach and recruitment activities. A Workforce Solutions One-Stop is co-located at Goodwill's Resource Center in South Austin.
- Goodwill operates nine Job Help Centers and has staff co-located within more than a dozen government agencies and social service organizations throughout Central Texas. These staff members will assist with recruitment efforts for The Excel Center.

### *Retention*

Through research and our practical experience we know young adults become disconnected from school for a variety of reasons. Many lack positive social and emotional support from parents and family role models, while some have family obligations and parenting responsibilities at an early age, or become involved in the juvenile justice system. Older youth also commonly disconnect from school when they perceive that higher education and well-paying jobs are no longer in their reach because they have fallen so far behind academically. Therefore, we will put forth great effort on keeping students in school and engaged.

The Excel Center will create an exceptionally supportive environment that promotes flexible and individualized learning while students manage the various demands of complicated lives. The “one student at a time” method where each student will establish objectives and move at his or her own pace to achieve educational and vocational goals will support our retention efforts and yield high achievement levels. Each student will be assigned a life coach who will support students at all times throughout their academic journey, proactively providing and teaching life skills for when personal struggles get in the way and they need additional supports and resources. This process identifies potential barriers and leverages Goodwill's extensive internal and collaborative network of support services to ensure the student's educational success.

We also recognize that transportation and child care are significant barriers facing many students. Therefore, we will provide monthly bus passes and will locate a child care drop-in center on campus that will meet the needs of parents unable to access traditional child care while attending school.

Attachment O.2 outlines The Excel Center's Admissions and Enrollment policies.

- [1] Austin Independent School District, *AAFR Fact Sheet*, Exhibit B, Responsive Education Solutions Continued at Lanier and Travis High Schools.
- [2] Texas Education Agency 2011-12 Academic Excellence Indicator System Campus Reports, Austin CAN! Academy, <http://ritter.tea.state.tx.us/perfreport/aeis/2012/index.html>.
- [3] Texas CAN Academies, District AYP Stage 3 Parent Notice, September, 14, 2012.
- [4] Austin Independent School District, *AAFR Fact Sheet*, Exhibit B, Responsive Education Solutions Continued at Lanier and Travis High Schools.

### Student Discipline

Describe the school's approach to student discipline summarizing the school's proposed Discipline Policy. Provide as **Attachment O.3** the school's proposed Discipline Policy. Together, the narrative description and the proposed policy should address the following:

1. The code of conduct for the *TEC, §12.131* requires that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.
2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
3. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
4. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
5. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days; and
6. Explanation of how students and parents will be informed of the discipline policy.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

#### STUDENT DISCIPLINE

The school has a strong emphasis on self-discipline and regulating one's own behavior: students must behave as they would in a professional environment. Nevertheless, discipline issues will likely arise at The Excel Center. Unfortunately, methods of discipline found in traditional high schools are not effective with this student population, because students may simply decide to leave school if they do not agree with the school's decisions. In-school and out-of-school suspensions are used sparingly, because many students will simply elect not to return to school.

In an effort to promote positive behavior The Excel Center will utilize iExcel Bucks. These are monetary coupons students can earn for good behavior as well as other achievements and use to purchase items from the student store. All students will be encouraged to monitor each other's behavior and performance, acting as peer mentors in driving high standards for all.

A student who is unable to operate in a self-directed learning environment will struggle to be successful long-term in The Excel Center, in postsecondary education and in the workforce. As a result, the school takes a zero tolerance policy towards gross violations of student behavior, including fighting, threats of violence, or other significant misconduct. When gross violations of student conduct occur, students will be expelled.



All students will receive a copy of The Excel Center's discipline policy during iExcel, and the policy is included in the school's student handbook. During iExcel staff discuss the discipline policy with students. For many students, behavioral issues are indicative of problems that occur outside of school environments. Therefore, Excel coaches have the particular challenge of identifying potential issues that might affect student conduct. Where possible, the coach will try to connect the student to community resources or other organizations that might be able to ameliorate some of the deeper issues that can result in poor student behavior.

The school's discipline policy and student code of conduct is included in Attachment O.3.

## Leadership Pipeline

1. Describe the sponsoring entity's current or planned process for sourcing and training potential school leaders for campuses opening in subsequent years, regardless of location.
2. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

### LEADERSHIP PIPELINE

Developing a pipeline of capable leaders is a critical success factor in The Excel Center. The Head of School of The Excel Center will be selected with the assistance of a search firm. This firm has experience in finding capable leaders for a variety of positions. We do not currently have identified candidates in the pipeline for future positions.

The Head of School will be responsible for establishing a culture that encourages the development of leadership skills throughout the organization. Creating a deep talent pool requires giving each staff person in the school an opportunity to develop leadership skills and participate in decision-making in a variety of elements of The Excel Center's operations. Establishing a pool of leaders also depends on effective evaluation practices, reinforcing behaviors and skill development and highlighting areas of growth for each individual in the organization.

In addition to attracting highly qualified leadership from outside of the organization, The Excel Center cultivates leadership and expertise from within. The Excel Center realizes that there are multiple forms of school leadership, and school administrators facilitate the growth of teachers as leaders. Teachers with strong instructional skills who possess leadership capabilities but who wish to remain classroom teachers rather than become administrators may be selected to become lead teachers, maintaining a partial course load but also mentor teachers and lead professional development. Bonus pay tied to teacher evaluation scores and student achievement results as well as a differential pay scale for lead teachers motivates the teaching staff to commit to continued employment at The Excel Center. In addition, we will encourage select high potential teachers to take part in formal internal and external leadership programs.

The Excel Center's hiring process will select candidates who have the potential to develop leadership and administrative skills. In addition, The Excel Center's Lead Teacher positions will provide teachers with opportunities to develop administrative skills and learn how to operate an Excel Center, taking on a number of targeted leadership positions while they also hold significant teaching responsibilities. Lead Teachers are selected for their potential to be future heads of school.

The experiences of The Excel Center Network will be extremely useful in building a pipeline of capable future leaders. The Excel Centers in Indiana have grown rapidly, adding eight new locations in three years, developing teachers and coaches into effective Lead Teachers and site directors as they have grown. In order to equip these leaders with the tools they need to be successful, these Excel Centers have invested in infrastructure to support leaders with effective information, business processes, and data services. The

Excel Center Network has implemented a Learning Management System that allows teachers to post course materials online, host and distribute curriculum and lesson plans across locations, and provide a system for students to progress through coursework, quizzes and other assessments. This Excel data warehouse will help equip leaders and teachers with interim assessment data, facilitating analysis of student, classroom and school-level indicators, including easy comparison between The Excel Center locations.

### Organization-Wide Staffing

1. Complete the staffing chart below, outlining the staffing plan for your campus(es), as applicable. The staffing chart and your narrative response should identify the following:
  - a. Year one positions, as well as positions to be added in future years;
  - b. Administrative, instructional, and non-instructional personnel;
  - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
  - d. Operational and support staff.

Adjust or add functions and titles as needed. *Delete rows or tables for grade configurations that do not apply.*

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
<b>High School Campus Staff</b>	350	400	450	500	600
<b>(These positions are fully funded by the sponsoring entity.)</b>					
CEO/Superintendent	1	1	1	1	1
Sr. VP, Mission Services	1	1	1	1	1
VP, Financial Services	1	1	1	1	1
Head of School	1	1	1	1	1
Director of Alumni Services	0	0	1	1	1
Drop-in Center Director	1	1	1	1	1
Part-time Drop-in Attendant	1.5	1.5	2.5	3	3.5
Director, Special Education	1	1	1	1	1
Special Education Teacher	1	1	1	1	2
Lead Life Coach	2	2	2	3	3
Life Coach	4	4	5	6	7
Lead Teacher	2	2	3	3	3
Teacher (STEM & Humanities)	7	8	9	10	12
ESL Teacher	1	1	1	2	2
Intervention Specialist	2	2	2	3	3
Registrar	1	1	1	1	1
Office Manager	1	1	1	1	1
Administrative Assistant	1	1	1	2	2
Career Counselor	1	1	1	1	2
College Counselor	1	1	1	1	2
<b>Total FTEs at high school campus(es)</b>	<b>28</b>	<b>29</b>	<b>34</b>	<b>44</b>	<b>47</b>

<b>Total organization FTEs</b>	<b>31</b>	<b>32</b>	<b>37</b>	<b>47</b>	<b>51</b>
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2. Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed. State the teacher-student ratio to be maintained. As well as the ratio of total adults to students for the school.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

**ORGANIZATION-WIDE STAFFING**

The teacher-student ratio will be 1:23. The ratio of total adults to student is 1:12. The school's senior administrative team will meet with the rest of the staff on a regular basis (at least once/week school-wide or smaller focused teams). The Head of School is also part of the Goodwill Executive group, which meets on a weekly basis. The senior administrative team will also engage in frequent walk-throughs and classroom observation to ensure students are offered a high-quality, effective educational experience.

**Staffing Plans, Hiring, Management, and Evaluation**

1. Explain the relationship that will exist between the sponsoring entity and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment O.4**, any personnel policies or an employee manual, if developed.
2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.
3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring “Highly Qualified” staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.
4. Outline the school’s procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment O.5** any leadership evaluation tool(s) that you have developed already.
6. Explain how teachers will be supported, developed, and evaluated each school year. State if the school intends to follow the state Professional Development Appraisal System (PDAS) or submit as **Attachment O.6** any local teacher evaluation tool(s) already developed
7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.
8. Provide in **Attachment O.7**, a Supplemental Human Resources Information Form (use the template provided by the TEA) for ALL paid positions required to operate the proposed school in year one and at capacity. Ensure that your submission includes ALL positions including administrative staff such as: CEO/superintendent, financial officer, principal, assistant principal, director, and assistant director.

**NOTE: PL 107-110 §1119 Teachers in all core academic subjects must be degreed and have demonstrated competency in the subjects in which they will be assigned to teach as required by federal law. Special education teachers, bilingual teachers, and teachers of English as a second language must be certified in the fields in which they are assigned to teach as required in state and/or federal law. Paraprofessionals must be certified as required to meet state and/or federal law.**

**NOTE: Charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual’s education experience, prior salary history, job duties actually performed, what a typical person with similar skills, experience, and**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

### STAFFING PLANS, HIRING, MANAGEMENT, AND EVALUATION

The Excel Center is committed to attracting, developing, and retaining key personnel to support its mission and vision. We believe our employees are our most valued asset and work together to create trusted relationships throughout the organization that lead to most effectively serving our students. Employment with The Excel Center is at-will. The Excel Center's Employee Handbook is included as Attachment O.4.

#### *Salary and Benefits*

The Excel Center believes in the approach of "distributed leadership," where leadership is cultivated to ensure that teachers, staff, students' leadership capabilities are developed. The Excel Center recognizes that leadership takes place across the organization and cultivates and rewards leadership, no matter the role of the individual in the organization. Support for colleagues, and the opportunity for playing a role in school leadership, decision-making and evaluation is essential. The school's salary structure builds capacity to place particular teachers as mentors over other staff positions. The Excel Center implements a differential pay scale based upon the roles of each position in the school. The Excel Center believes that teachers are capable of leading no matter their position in the school, and that taking on leadership responsibilities creates a stronger and more impactful environment.

The Excel Center salary ranges: Head of School, \$69,818-\$120,000; Office Manager, \$28,000-\$48,000; Registrar \$28,000 - \$48,000; Administrative Assistant \$26,930 - \$37,074; Special Education Director \$59,000 - \$72,000; Special Education Teacher \$40,000 - \$52,000; Lead Teacher \$46,000 - \$55,000; Teacher \$41,000 - \$50,000; ESL Teacher \$40,000 - \$54,000; Intervention Specialist \$38,000 - \$50,000; Drop-in-Center Director \$35,000 - \$50,000; Drop-in-Center Attendant \$17,000 - \$24,000; Lead Life Coach \$35,637 - \$50,000; Life Coach \$35,000 - \$46,000; Career Counselor \$35,000 - \$50,000; College Counselor \$35,000 - \$50,000.

#### *Rewards and Retention*

The Excel Center includes incentives in order to reward the Head of School and high performing teachers via merit increases. This incentive program aims to reward high-performing teachers by increasing their compensation. Teachers who are identified as "highly effective" during their PDAS evaluation are eligible for a performance-based bonus. The Head of School is also eligible based upon his or her evaluation. In addition, effective and highly effective teachers are eligible for merit-based raises. Ineffective teachers will not be eligible for pay increases.

Additionally, The Excel Center recognizes that pay alone is not the driving factor in teacher retention as noted in a Duke University study. According to the study, "new teachers are more likely to remain in the profession if they are satisfied with the principal's leadership and school climate. In addition to mentoring programs and salary hikes, principal leadership and school climate must be part of a comprehensive effort to retain well-qualified teachers." [1]

Therefore, The Excel Center will utilize comprehensive peer reviews of the Head of School, uphold an open-door culture, give teachers the flexibility they need to focus on student needs and achievement, and create a collaborative and safe environment. Furthermore, The Excel Center will employ the eight strategies that help boost teacher retention as identified by The New Teacher Project study, "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." According to the

study, "Top teachers who experience two or more of these retention strategies plan to keep teaching at their schools for twice as long."

1. Provide teachers with regular, positive feedback
2. Help teachers identify areas of development
3. Gives teachers critical feedback about performance informally.
4. Recognize accomplishments regularly
5. Informs teachers that they are high performing
6. Identify opportunities or paths for teacher leader roles
7. Put teachers in charge of something important
8. Provide teachers with access to additional resources for their classroom

Goodwill and The Excel Center offer a competitive and comprehensive benefits program, including: continuing education and leadership development; comprehensive health plan; life insurance?, dental and vision plans; short- and long-term disability plans; vacation and sick leave; paid Holidays; employee assistance program; tuition reimbursement; pre-tax health spending account, dependent care spending account and premiums; retirement plan with generous match; and a Goodwill store discount.

#### *Recruiting and Training "Highly Qualified" Staff*

The Excel Center is committed to hiring highly-qualified teachers and administrative professionals. All Excel Center teachers will be degreed, certified, have relevant experience, and the ability to meet students "where they are." He or she will employ a student-centered approach, effectively tailoring the service delivery strategies to the individual students' needs, approaching education with creativity and innovation. The teacher must be able to use a variety of teaching styles, including one-on-one instruction, case stories, seminars, self-paced lessons, and computer-based tutorials. The positions will work with the instructional team to meet the educational objectives and adhere to Texas State Standards. Teacher recruitment will be led by the Head of School and will be managed by Goodwill's Organizational Development team, with specialized recruiters utilized as necessary. All local and state resources will be leveraged to attract qualified talent. The team will use a talent acquisition strategies approach that assesses applicants' behaviors, motivations, and technical knowledge necessary to accomplish the objectives of the position. These costs will be covered by Goodwill.

#### *Personnel Procedures*

The Head of School is scheduled to complete all staff hiring and placements 60 days prior to the start of school. The Head of School will interview applicants and make the decision to hire for all positions in the school. All applicants must pass a criminal background check and a drug screen. Annual criminal background checks and random drug testing will also be conducted. If an employee fails either their employment will be terminated.

In an effort to maintain a safe and successful climate, The Excel Center will employ a progressive disciplinary action system, which includes a documented verbal warning (counseling statement), a documented written warning, a three-day suspension or demotion and termination of employment.

In order to terminate an employee, the Head of School will place an employee on a suspension pending investigation/termination. In coordination with the Senior Director of Human Resources, the Head of School will conduct an appropriate investigation. The Head of School has the authority to terminate the employee. He/she will notify the employee and the Senior Vice President of Mission Services (SVP-MS).

### *Leadership Evaluation*

The evaluation of the Head of School will take place throughout the academic year, with a formal evaluation taking place at the end of the school year by the SVP-MS. At the end of each eight week term, the Head of School will review their performance on a number of critical indicators, including:

- Student enrollment
- Student attendance and retention
- Credit attainment
  - Number of credits attempted (by subject area)
  - Number of credits earned
  - Percent of credits attempted that are earned
- Number of graduates
- Number of students participating in dual credit or certification training

The Head of School will explain these results for the past eight weeks in each of these indicator areas, including factors that led to their current level of performance. The Head of School will clearly identify the steps they will take to address lagging indicators in order to improve the school's performance. This will be accomplished by comparing campus disaggregated student performance results to state accountability standards and to prior year performance.

The Excel Center will use the TEA's comprehensive appraisal and professional development system for public school principals. This evaluation will include a rigorous assessment of the Head of School's performance across key standards:

1. Instructional Leadership: The Head of School is responsible for ensuring every student receives high-quality instruction.
2. Human Capital: The Head of School is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
3. Executive Leadership: The Head of School is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.
4. School Culture: The Head of School is responsible for establishing and implementing a shared vision and culture of high expectations for all students.
5. Strategic Operations: The Head of School is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

The draft outline of these rules is included as Attachment O.5. The Goodwill Board and the Goodwill Education Board will perform a comprehensive evaluation, which includes a 360 review, of the Superintendent, SVP-MS, the Head of School, and Financial Officer.

### *Teacher Development and Evaluation*

Professional development activities will be based on the identified needs of The Excel Center. The Professional Development and Appraisal System (PDAS) will be used as the instrument for appraising our teachers and identifying areas that would benefit from staff development. Cornerstones of the process include a minimum of one 45-minute observation and completion of the Teacher Self-Report form. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-Centered Instruction revised in 2005. The domains are:

- Active, Successful Student Participation in the Learning Process
- Learner-centered Instruction
- Evaluation and feedback on Student Progress

- Management of Student Discipline, Instructional Strategies, Time/Materials
- Professional Communication
- Professional Development
- Compliance with Policies, Operating Procedures and Requirements
- Improvement of All Students' Academic Performance

All teachers will receive an orientation and in-depth training on the best practices that exist in the domains. Additionally, staff members are invited to request specific training on any topics for which a deeper knowledge is desired. Through the use of Professional Learning Committees (PLCs), job-embedded professional development will take place as Lead Teachers and the Head of School will coach teachers based on the classroom observation and frequent walk-throughs that will be part of the PDAS implementation at The Excel Center. The success of the professional development will be evaluated based on:

- Increase in student achievement and other success indicators
- Observable changes in teacher and/or student behavior observed in walk-throughs or peer visits.
- Inclusion of specific activities from professional development courses observed in walk-throughs or peer visits.
- Lesson plans and assessments created by the teachers which reflect implementation of professional learning.

The results of the evaluation will drive the development of a school-wide professional development program in addition to specific recommendations and plans for each individual teacher. This system allows the staff and board to make decisions regarding the overall quality and needs of the academic program for the next school year. The rubric used for PDAS evaluation is included as Attachment O.6.

In the event that leadership or teacher performance is unsatisfactory, a number of targeted interventions would take place to improve performance. If the Head of School produces poor results, he or she will be placed on an improvement plan that outlines the timeline and required actions to improve results in order to continue employment. If there is no improvement, then the Head of School will be removed and a new Head of School will be hired. Similarly, poor teacher performance (as demonstrated on PDAS evaluations) will also require placement on an improvement plan. If the teacher is unable to raise performance to satisfactory levels, he/she will be terminated and a new teacher will be hired.

In the case of leadership/teacher changes and turnover, the Board will seek additional resources to assist the Head of School via targeted improvement plans. Lead Teachers and Lead Coaches will bear additional administrative and teaching responsibilities to continue regular school operations until all of the school positions are filled. Goodwill will assist in hiring new staff to replace those who have left.

Supplemental Human Resources Information Forms for all paid positions for year one and at capacity are included as Attachment O.7

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[1] Principal Leadership, School Climate Critical to Retaining Beginning Teachers (Outside Source), Duke University News (April 12, 2006).

## Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.
2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

### PROFESSIONAL DEVELOPMENT

The Head of School is responsible for the implementation of the professional development plan and facilitates the professional learning process. He/she will develop materials and resources based on school needs as determined by teacher evaluation and student achievement results. Lead teacher(s) at the school assist the Head of School in facilitating and modeling professional learning experiences and providing feedback as teachers implement novel practices. The SVP-MS is responsible for the professional development of the Head of School.

#### *Core Components of Professional Development*

The Excel Center incorporates scientifically-based, research-proven strategies and best practices into all components of professional development, the goal of which is continuous improvement of teaching and learning and increasing student achievement. During year one, uniform, internal professional development focuses on teachers learning to implement the core instructional strategies essential for meeting the needs of young adult high school students. In subsequent years, teacher evaluation results combined with student achievement data will drive the professional development scope and sequence, leading to a professional development plan that includes opportunities for school-wide and individualized professional learning.

Essential topics of the Excel Center professional learning plan include: differentiated instruction, the gradual release of responsibility instructional model, secondary disciplinary literacy, data analysis, and sheltered instruction observation protocol (SIOP) for English learners.

As discussed earlier in this Educational Plan, students enter The Excel Center with diverse needs, including their educational background, language minority status, cognitive ability, age, confidence, and motivation. Student success in the educational program requires teachers to plan daily for differentiation in the classroom, meeting student needs while delivering high-quality, standards-based instruction. Scientifically based research supports the teacher modeling and metacognitive conversations that are central to both the gradual release of responsibility model and Reading Apprenticeship secondary literacy program, and The Excel Center develops all coursework upon these frameworks. Meeting the needs of English language learners requires additional training beyond classroom differentiated instruction, and teachers receive training in the sheltered instruction observation protocol, increasing student confidence and language acquisition while learning essential content.

All Excel Center teachers participate in weekly data analysis meetings and learn data analysis techniques during these weekly meetings; curriculum analysis and horizontal and vertical articulation of curriculum and assessments occurs throughout the school year as part of data analysis work.

#### *Initial Professional Development*

The Excel Center teachers attend twenty days of professional development in summer of each year prior to the start of Term one. In year one, all teachers experience uniform professional learning, although



in subsequent years, five of the twenty days are designed as a new teacher induction program, The Excel Center New Teacher Academy. During summer professional development, teachers work with coaches and experienced instructors of young adult high school students to learn about the unique social, cognitive, personal dimensions of the students. Teachers learn about and model using the gradual release of responsibility instructional strategy, and they become deeply familiar with their curricula, as the eight-week terms demand that teachers understand the curricular demands as well as best practices for content delivery. During the first ten days teachers learn how to use the student information system and learning management system, school policies, and student behavior expectations. The intensive ten days of professional learning prepare all teachers and staff for a highly productive first term, with teachers able to implement curriculum using best practice instructional strategies. All professional learning experiences are participant-centered and provide time for interaction, questions, and the development of strategies and materials that may be immediately implemented in the classroom.

#### Professional Development Schedule – First 20 Days Prior to School Opening

Day 1	New teacher orientation; Employee policies; Characteristics and needs of adult high school students; Learning reflection
Day 2	Learning management system; Access and review curriculum, unit plans, daily plans, and assessments; Behavior policy; Student goal setting; Learning reflection
Day 3	Differentiated instruction: Parallel tasks; Gradual release of responsibility model (GRR); Learning reflection
Day 4	Differentiated instruction: Vertical text sets; Formative assessments and data gathering; Analyze student placement data; Learning reflection
Day 5	Metacognitive framework; Personal, social, cognitive, knowledge-building dimensions; Modeling and planning; Learning reflection
Day 6	Student information system; Student grading policies; Teacher evaluation system Teacher goal setting; Learning reflection
Day 7	Talking to the text; Metacognitive conversation; Modeling; Learning reflection
Day 8	Secondary disciplinary literacy strategies; Questioning; Inquiry lesson design; Learning reflection
Day 9	English language learners – needs and characteristics; Sheltered instruction observation protocol (SIOP); Learning reflection
Day 10	English language learners – needs and characteristics; Sheltered instruction observation protocol (SIOP); Learning reflection

Day 11	Grouping; Collaborative learning; Planning; Learning reflection
Day 12	Assessment design; Craft standards-aligned assessments; Interpreting student data; Learning reflection
Day 13	Curriculum mapping: diary mapping; Unit planning; Daily lesson planning; Learning reflection
Day 14	Building-level technology introduction; Technology integration; Unit planning and technology integration; Learning reflection
Day 15	Grading practices; Standards-based grading; Excel Center report card practices; Grade book setup; Learning reflection
Day 16	Planning: Collaborate to create/edit unit, weekly and daily plans that incorporate school-wide initiatives (gradual release of responsibility, disciplinary literacy, differentiated instruction, English language learner needs); Learning reflection
Day 17	Vocabulary acquisition: context clues; Design instructional models that include instruction re: context clues; Learning reflection
Day 18	Curriculum mapping: Understanding vertical and horizontal curriculum alignment; Deconstructing standards: Understanding student outcomes; Identifying and acquiring resources; Learning reflection
Day 19	Career Pathways and Industry Partners Exploration; Coaching: Best Practices and Methodologies; Teacher-Coach communication; Learning reflection
Day 20	Community resources and community outreach; Planning: Final unit and weekly plans published; Learning reflection

### *Ongoing Professional Development*

Every school day builds in professional meeting time to the daily schedule. The teacher schedule begins at 8:00 a.m. and ends at 4:30 p.m., with classes beginning at 9:00 a.m. and typically ending at 4:00 p.m., thus providing 90 minutes of non-instructional time. Three days per week teachers utilize this time for planning and grading, and two days per week teachers, coaches, and the Head of School spend this time in professional learning communities, holding data meetings, goal-setting, analyzing curriculum and instruction, and improving instructional techniques.

The Head of School and lead teacher facilitate the instructional improvement meetings, and prepare focused, data driven, highly effective learning experiences for teachers. The Head of School and lead teacher visit classrooms during the week and provide feedback to teachers as they implement instructional strategies.

In addition to the 180 minutes per week of professional learning time, seven additional full days of professional development occur throughout the school year. As explained above, during year 1, these 7 days include internal, uniform learning experiences for all teachers and address the following essential topics: differentiated instruction, the gradual release of responsibility instructional model, secondary

disciplinary literacy, data analysis, and sheltered instruction observation protocol (SIOP) for English learners.

### Performance Management

The TEA will evaluate the performance of every charter school annually according to a set of academic, financial, and organizational/governance performance standards that will be incorporated into the charter agreement.

Applicants may propose to supplement the TEA performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific educational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
2. Describe any mission-specific organizational goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.
3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

#### PERFORMANCE MANAGEMENT

The Excel Center's anticipated student population faces both academic and non-academic challenges to be overcome as they continue their education. Students will arrive at a variety of academic levels, and The Excel Center's school-specific goals mirror the particular challenges of this target population with the goal of equipping every student with the skills and credentials to be prepared for the modern workforce upon graduation.

In addition to the school performance metrics to be established by the TEA, these specific academic, industry certification, and organizational goals outline the critical indicators that will determine The Excel Center's success.

#### *Mission-Specific Educational Goals*

The Excel Center will measure the total number of diplomas earned by Excel Center students since the school's opening. There are two methods for evaluating The Excel Center's graduation rate:

- Graduation rate of all enrolled students: The traditional method of calculating graduation rates, this metric divides the total number of earned diplomas by the total enrollment throughout the academic year. *The Excel Center anticipates a per-student graduation rate of 25%.*
- Diplomas granted per the number of available spaces: The Excel Center will operate at a maximum capacity of 600 students at capacity. Throughout the academic year, students will complete their coursework or withdraw from the school, and The Excel Center fills that student's place at the beginning of the next term. Therefore, one measurement of the school's graduation rate will reflect the number of diplomas earned to the number of spaces in use. The Excel Center has set a goal of a space-based graduation rate of 30%.

The ultimate goal of The Excel Center is to prepare students for careers in the workforce and in continuing education. The indicators below reflect progress toward that goal.

- ACCUPLACER Pass Rate: Postsecondary Skill Readiness will be measured by performance on

the ACCUPLACER exam. The Excel Center's results on ACCUPLACER are used to indicate students' readiness for postsecondary-level content. The Excel Center has a goal that 50% of graduates will pass the ACCUPLACER.

- Percent of Students College and Career Ready: The Excel Center will prepare students to achieve their individualized academic and career goals. To aggregate performance across multiple domains, this metric will include the total number of graduates divided by the number of graduates who have accomplished at least one of the following:
  - Passed a Dual Credit Course: The total number of graduates who have successfully earned college credit through a dual credit course.
  - Earned an Industry Certification: The total number of graduates who have earned at least one industry-recognized certification prior to graduating.

As defined above, The Excel Center has a goal that 80% of its graduates are college and career ready.

#### *Organizational Goals and Targets*

- Enrollment: The school must reach maximum enrollment in order to establish a full-fledged academic program. The school's ongoing success will depend on operating at full capacity with the maximum enrollment set for each year per the application cover sheet. Maximum enrollment at capacity is 600 students.
- Student Retention: Students who choose to enroll in The Excel Center will soon recognize that their coursework is just as difficult as it was when they were previously in high school years. As a result, The Excel Center staff must work diligently to keep students motivated and engaged in their coursework, especially in instances where earning a high school diploma is many terms away. Performance analysis of The Excel Centers in Indiana indicate that the best predictor of diploma attainment is consistent attendance at school. The Excel Center will set a goal of 80% of its students being retained (or graduating) from one term to the next.

#### *Plan to Measure and Evaluate Academic Progress*

The Head of School must conduct regular data reviews to review school and student performance. On an ongoing basis, individual students will be monitored on a number of key indicators, including attendance, credit attainment (including intermediate student grades mid-session), and increases in TABE scores over time. Instructors are responsible for reporting on intermediate metrics and logging them in the student management system. Attendance metrics are gathered daily and reported weekly. TABE scores are recorded by remediation and special education staff. These ongoing metrics will be used by the Head of School, who will evaluate these metrics as a means of monitoring growth.

These indicators will be used to help instructors re-evaluate the student's lesson plans and suggest alternative learning methods to address subjects or areas of concern. Consistently low scores in certain subject areas within the general student population will lead The Excel Center's staff to re-evaluate the basic structure of certain courses by readjusting the default instructional methods available to each student. Students who progress at academic levels above the school's performance standard will be encouraged to take courses at the postsecondary level in order to earn both high school and postsecondary credit.

On an annual basis, The Excel Center measures the progress that students make in reaching their educational goals. In addition to higher-level attendance analysis, the Head of School will lead the staff in evaluating the pace that students are earning credit, noting that a consistent pace of credit attainment towards graduation indicates progress. In addition, for students who are involved primarily in remediation will be evaluated based on the net increase in TABE scores, indicating a growth in skills prior to being able

to earn credits. The long-term success of individual students is related to whether students are able to graduate (as measured by credit attainment and passing end of course assessments) and whether students enroll and complete and/or persist in postsecondary education.

The Excel Center's primary goal is graduating students who have not previously succeeded. The postsecondary enrollment metrics indicate whether students have created plans for continuing their education beyond The Excel Center.

#### *Data Responsibilities*

The Head of School bears ultimate responsibility for maintaining data systems that are accurate, comprehensive, and completed in a timely manner. The collection, analysis, and sharing of data is critical to the success of The Excel Center. Teachers, staff, and leaders use the WebSmart by JR3 student data management system to collect student data and perform mandatory state reporting for the school. WebSmart is used by dozens of Texas Charter Schools and is fully compliant with requirements in the Student Attendance Accounting Handbook and for PEIMS reporting. WebSmart by JR3 agrees to comply with the coming requirements for connectivity to the Texas Student Data Systems. WebSmart has been used by charter schools to successfully complete both Texas Education Agency Desk Audits and full Texas Education Agency onsite audits with no software related data or reporting issues.

JR3 will oversee the training of the school staff who will be responsible for ensuring that data submitted to the WebSmart platform is done so in a timely manner, including the school's registrar and the office manager. The school's registrar will serve as the PEIMS Coordinator for The Excel Center.

*Data Entry* is the responsibility of staff members. Teachers, coaches, and staff are responsible for collecting and entering student data for the school. During the iExcel intake process, school staff collect student demographic information and organize student data. While The Excel Center registrar translates historical student transcripts into current state requirements. As classes are underway, teachers will record attendance, grades and view transcripts through WebSmart.

*Management* of the data is the responsibility of The Excel Center's registrar and office manager. The registrar will review the data entered by staff to ensure that it is accurate and complete. When changes need to be made, the registrar will correct data at the local level in cases where data is incomplete or entered incorrectly. The registrar will also submit all required state reports at the required intervals.

*Analysis* of student data can be monitored through WebSmart but also through the data warehouse provided by Goodwill Education Initiatives in Indianapolis, Indiana. GEI has developed a data warehouse in use by all schools using The Excel Center model. This warehouse does daily withdrawals of high-level data, presenting data via dashboards implemented by a custom instance of Tableau software. The warehouse is an SQL Server, which then uses Tableau to present the data in dashboards, canned and user-defined reports.

The Head of School is primarily responsible for guiding analysis of student data. The data warehouse will allow end users to generate the critical reports to be scanned for leaders to perform ongoing assessments of school performance. Additionally, GEI's Director of Data Services is available to conduct special analysis projects to answer questions related to school performance, comparing performance across locations, and doing deep analysis into why certain schools perform better than others or ways to improve performance among special student populations.

#### *Training and Support for Data Analysis*

Professional development using data is a collaborative effort. The Director of Data Services will instruct all teachers on how the data warehouse and Tableau software can be navigated to make data-informed

decisions on academic progress, student groups who may require alternate instruction, and the effectiveness of the current group. These trainings will take place on professional development days established in the calendar. The Head of School guides faculty and staff in interpreting the data, comparing progress across multiple Excel Center sites, and training staff on how to use data to improve their own performance.

The Excel Center will use the Professional Development and Appraisal system to generate data on professional development needs at the school. Instructors are using the framework related to data management as a part of the school's plan to improve educational practice. The evaluation of the Head of School directors will be based in part on their ability to use bring teams together to use data as a basis in making decisions in a transparent manner. The Head of School will establish trainings during which teachers are encouraged to use assessment data to plan their curriculum and for teachers to track student data and analyze progress (PDAS Domain VIII, (A) 2). Their use of data factors into their annual evaluation and their development plans to improve their instruction.

#### *Review of School-Level Performance*

The Excel Center leadership will review school performance at least every eight weeks as each term finishes. These meetings include the Head of School, lead teacher, and other instructional staff. The primary focus of this data review is to equip Head of Schools to understand and interpret their performance data. At the end of each eight weekeight-week term, the Head of School will discuss their performance on a number of critical indicators, including:

- Student enrollment
- Student attendance and retention
- Credit attainment
  - Number of credits attempted (by subject area)
  - Number of credits earned
  - Percent of credits attempted that are earned
- Number of graduates
- Number of students participating in dual credit or certification training

The Head of School will explain performance for the past eight weeks in each of these indicator areas. They will explain the factors that led to their current level of performance. Additionally, the Head of School will explain the steps they will take to address lagging indicators in order to improve the school's performance.

#### *Staff Performance Management*

Data is used to monitor progress at the individual student, classroom and school levels. In the event that progress falls short of the Excel Center's goals, an array of strategies will take place to improve student outcomes.

- At the individual level, assessment data will reveal that student progress is not up to proper standards. In these cases, staff will meet to discuss alternate ways of providing supports for students, including increasing the amount of one-on-one attention a student receives; altering the balance of online credit recovery and classroom instruction; working with the coach to identify any potential life barriers that may be impeding academic progress; or altering the pace at which the student is learning.
- At the classroom level, poor performance indicates that instructional staff has not been successful at monitoring and encouraging student growth. If data indicates that students are not demonstrating mastery, then the instructor is in need of additional supports to improve skills and

work. Corrective actions are a part of the diagnosis as provided by PDAS. In the rare instance of extremely poor performance, it may be necessary to replace a staff member.

- At the school level, consistently poor performance may be the result of a number of factors, including organizational culture, poor process orientation, and leadership deficiencies. The Goodwill Education Board and Head of School have the ability to assess whether the school is operating in fidelity to The Excel Center model and what particular tools may be needed to improve school performance. The GEB will then be able to schedule intensive trainings, peer mentoring with Indianapolis faculty, and hands-on management for the school if performance is not successful. In cases where a school consistently falls short of expectations, it may be necessary to find other leadership to operate the school.

### Parent and Community Involvement

1. Describe what you have done to assess parent and community demand for your school.
2. Explain how you will engage parents and community members from the time that the school is approved through opening.
3. Describe the role, to date, of any parents and community members involved in developing the proposed school.
4. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 3 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any volunteer activities the school will offer to parents. (Charter Schools are public school and may not require parents to volunteer.)
5. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment O.8** existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Do not provide petitions, meeting sign-in sheets, or other materials that violate the Public Disclosure Policy mentioned previously.*

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

#### PARENT AND COMMUNITY INVOLVEMENT

Goodwill has been serving youth and their families for decades. Through formal interviews and focus groups we have determined there is a significant desire for a school such as The Excel Center, especially in the geographic area proposed. We host 5 orientations a month and have been polling youth and their family members as to their interest in this academic model and we have heard very positive feedback and support. Parents will be invited to participate in their child's orientation to school and the development of their academic and enrichment plans while attending The Excel Center. It is important to note that The Excel Center will serve young adult students, most of whom are living separate from their parents and who are supporting themselves independently. While we will engage parents in the ILP process and ARD committee meetings with those for whom this is appropriate, most students will be living as independent adults and making decisions for themselves. Life Coaches, with permission from students will engage parents and other family members students have identified as being reliable support systems as a way to encourage regular attendance and support student progress throughout their time at school.

Involvement of community members will occur at regular intervals throughout each student's time at The

Excel Center. Goodwill's existing partnerships will offer opportunities for job shadowing, internships, volunteerism, leadership development and service learning.

All newly enrolled students will attend iExcel orientation and receive a student handbook. Qualifications, experience and certifications of all faculty will be provided via the student handbook. In addition the school's website, annual report and outreach materials will describe the qualifications of faculty members.

Capital IDEA provides Occupational Skills Training to a similar population as that served by The Excel Center. We will refer students to Capital IDEA for postsecondary training that coincides with their individual career interests and capabilities.

Austin Community College is a current partner offering instruction and certification in many industries including PC Technician, Certified Apartment Maintenance Technician, Administrative Assistant and Accounting/Bookkeeping, to clients of Goodwill. Students of The Excel Center will have the opportunity to earn articulated credits with ACC while enrolled in high school.

Evidence of Support is included under Attachment O.8.

## Start-Up & Ongoing Operations

1. Provide, as Attachment O.9, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the start-up budget in the Financial Plan Workbook.
2. Explain the school's plan to provide transportation services for students with IEPs mandating transportation. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for the safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

*NOTE: TEC §12.109 An open-enrollment charter school shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.*

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

### START-UP & ONGOING OPERATIONS

*A detailed start-up action plan that aligns with the budget is included as Attachment O.9.*

The Excel Center will provide transportation to students eligible for special education and related services as required by their Individualized Education Program and in accordance with TEA regulations. The Excel Center will also provide public transportation vouchers to students demonstrating need.

The Excel Center plan for safety and security for students has been developed to reflect and communicate a proactive safety attitude that we need to maintain. We will comply with appropriate safety and security laws and regulations such as those established by the Occupational Safety and Health Act (OSHA); The Environmental Protection Agency (EPA); The Department of Transportation (DOT); and All other applicable federal, state, and local safety and regulations.



Goodwill's corporate safety policy is well-developed and emphasizes that providing a safe and secure learning environment is essential. The Excel Center will ensure the safety of our students and faculty through use of a separate entrance to the school with security guards during all hours of operation. There will also be security cameras placed throughout the facility. Comprehensive school policies, a strict discipline policy, and continuous engagement with life coaches will add to a positive and safe environment.

### Operational Staff Capacity

1. Identify the key members of the school's operational leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance, operations, and/or management, and will thus share responsibility for the school's operational success. These may include current or proposed governing board members, the school leadership/management team, and any essential partners. Describe the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
  - a. Staffing;
  - b. Parent and community engagement;
  - c. Professional development;
  - d. Performance management;
  - e. PEIMS management; and
  - f. General operations.
2. Identify the superintendent and explain why this individual is well-qualified to lead the proposed charter school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as **Attachment O.10**, the qualifications, resume/curriculum vitae, and professional biography for this individual.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

#### OPERATIONAL STAFF CAPACITY

Goodwill recognizes the critical need to hire a strong Head of School who has a track record of success in working with our target population and leading a school. A strong leader will have a clear understanding of the student body The Excel Center will enroll, knowing the barriers, challenges, and motivations of young adult students. As the sixth-largest nonprofit in Central Texas, Goodwill has experience recruiting for highly-skilled, specialized positions that require candidates of the highest caliber. We will invest the time and resources necessary to hire the most highly qualified expert with demonstrated expertise to serve as the Head of School.

Anticipated Human resources: School board members; CEO/Superintendent; Senior Vice President of Mission Services; Senior Vice President of Community Engagement; Head of School.

The Excel Center will have three layers of leadership that include the President/CEO (Superintendent), Senior Vice President - Mission Services (SVP-MS), and the Head of School. The President and CEO, as well as the SVP-MS are current leaders of Goodwill Industries of Central Texas. As such, when The Excel Center opens, both leaders of Goodwill will add school administrative support responsibilities to their current duties. Both of these positions will continue to be fully paid by Goodwill Industries of Central Texas,

and not through taxpayer funds received through the school.

The President/CEO of Goodwill is the CEO of the sponsoring entity and will be the Superintendent of The Excel Center. Only the President/CEO will report directly to the Goodwill Board. The two leaders of Goodwill, the President/CEO and the SVP-MS, will work closely with the Head of School, who will have direct oversight of the performance of the school and the students of The Excel Center. The Sr. VP of Community Engagement will offer support in governance, policy, marketing and fundraising. This position is compensated solely by Goodwill.

#### *Parent and Community Engagement*

Goodwill has long-standing relationships and formal partnerships with many community organizations, stakeholder groups, and businesses. We will engage with these entities to recruit students by hosting outreach events at their locations. In addition, we will partner with Austin Community College to offer students the opportunity to earn articulated credits in Career and Technical Education courses. Many students in our population will be eligible to receive services under the Workforce Investment Act. Our partnership with Workforce Solutions Capital Area Workforce Development Board will allow seamless coordination for dual enrollment in both The Excel Center and WIA Services on behalf of the students needing additional services and supports.

Goodwill has demonstrated the capacity to successfully implement large human services initiatives. For example, our Ready to Work Program has served 277 people YTD (goal of 268), with 89% exceeding determined increased income targets (goal is 67%). Operation: GoodJobs, funded by the Walmart Foundation with a target population of veterans ages 18-25, has served 219 individuals YTD (target 200), placing 110 (target 103). In each of these programs, participant data has been gathered accurately.

We expect parent involvement to be fairly limited as the targeted student body will be young adult aged. Parents as well as children and families of students will be invited to attend student activities and be as involved in the school experience as they desire.

#### *Professional Development*

Continuous improvement and creating a workplace of excellence is a priority for Goodwill. This will be extended into The Excel Center where the Head of School is ultimately responsible for the professional development of all faculty and staff. He/she will utilize all local and state resources available including Region XIII and Texas Association of Charter Schools. Additionally they will be able to take full advantage of Goodwill's robust internal training program and resources, with the ability to bring in outside consultants and experts. More detail is outlined under the Professional Development section.

#### *Performance Management*

On an annual basis, The Excel Center measures the progress that students make in reaching their educational goals. In addition to higher-level attendance analysis, the Head of School will lead the staff in evaluating the pace that students are earning credit, noting that a consistent pace of credit attainment towards graduation indicates progress. The Head of School will monitor student performance metrics and report to the SVP-MS, Superintendent and the GEB, with The GEB reporting to the Goodwill board.

We will use the Indiana Excel Center Network data warehouse, performance data from schools across the country, giving The Excel Center staff and leaders valuable information about which schools are high-performing in areas like student achievement, student retention, graduation rates, college and career readiness performance, and others. The data warehouse will highlight high-performing schools in each of these areas, giving The Excel Center leadership the opportunity to request assistance from the Indianapolis schools in implementing best practices and making measurable improvements.

### *PEIMS Management*

The Excel Center will use WebSmart software by JR3 to track and report student attendance. This software is used by over 60 Texas Charter Schools and is fully compliant with requirements in the Student Attendance Accounting Handbook and for PEIMS reporting. In addition, WebSmart by JR3 will comply with the coming requirements for connectivity to the Texas Student Data Systems. Charter districts using WebSmart have successfully completed both Texas Education Agency Desk Audits and full onsite Texas Education Agency onsite audits with no software related data or reporting issues. Student attendance reports will be generated for Board review at regular meetings.

JR3 will also oversee the training of the school staff responsible for ensuring timely and accurate data submission to the WebSmart platform, including the school's registrar (who will serve as PEIMS coordinator) and the office manager.

One central database provides everything from district-wide reporting, to individual assignments in the online Gradebook. Combining innovative technology of a central database and web-based access gives WebSmart SIS users have a true advantage with real time updates as well as multiple years of historical data in an easy to use interface.

Goodwill will engage in continuous learning of best practices and hire experts as necessary to continue our tradition of strong fiscal and operational responsibility including 15 years of unqualified audits, and all A-133 audits found in compliance. The organization will apply its expertise from serving as the fiscal agent for more than a dozen other organizations for multiple grants.

### *General Operations*

Goodwill has extensive experience successfully fulfilling fiscal and performance requirements of large state and federal grants. Dedicated grants accounting staff, including a Director of Grants Accounting who is a licensed CPA, closely monitor grant expenditures, ensure expenses are allowable, and examine tracking benchmarks on a monthly basis. Program performance measures and budget targets are compiled in reports and reviewed by leadership on a monthly basis in order to implement timely corrective action if indicated.

The Excel Center will have separate accounting software from Goodwill. The back office functions, including payroll, accounts payable, and general ledger will be outsourced to JR3 as well. JR3 will also oversee the training of the school staff responsible for ensuring timely and accurate data submission to the WebSmart platform, including the school's registrar (who will serve as PEIMS coordinator) and the office manager. The Excel Center will also have a separate bank account and separate financial audits.

In addition to the capacity to support general operations of the school in terms of accounting, staffing, monitoring and developing staff, Goodwill has experienced staff responsible for safety, security, building maintenance and facility operations. They have been fully responsible for managing the building where the school will be located since its opening in 2004 as well as in managing approximately 500,000 square feet of other retail, office, classroom, warehouse and industrial space. Due to the fact that the school will be a separate area in the existing facility, current Goodwill staff will be able to fully support school operations. Associated financial resources will be provided by Goodwill, at no cost to taxpayers,

### *Superintendent*

Gerald L. Davis, President and CEO of Goodwill, will also serve as Superintendent of The Excel Center. Professionally trained and certified as an Occupational Therapist, Mr. Davis is first and foremost a teacher. He was an Assistant Professor in this field prior to coming to Goodwill. Since joining Goodwill, Mr. Davis has been responsible for instilling a culture of learning within the organization. Under his leadership and tutelage, Goodwill adopted a formalized learning environment for its staff, understanding that our internal

development should match the development and training we provide for our clients and consumers. The culture of learning started shortly after Mr. Davis joined Goodwill in 1998. He first directed monthly management group meetings with a learning focus that related to understanding the mission and business operations of the organization. The lessons expanded to include assigned readings, group discussions and application of studies. As Goodwill grew, the learning requirement and environment also expanded accordingly. In 2010, Mr. Davis conceived a more formalized internal training program called the Leadership Learning Program ("LLP"). The LLP has 5 levels from entry level to executive leadership group and envelops a body of core classes promoting the development of leader at all levels. All Goodwill employees are currently required to obtain between 6 and 15 training hours per year depending on their tenure and position within the company.

Mr. Davis is also actively involved within the Goodwill movement in not only serving as a peer mentor to new CEO's but in serving as a panelist and reviewer for GII in connection to their Senior Leadership Program and their Executive Development Program.

Mr. Davis was also instrumental in steering the focus of our mission services operations from soft-skills supporting job readiness to actual certificate training. Aligning with our efforts to help individuals increase independence through work, the Goodwill Career Academy was launched in partnership with ACC and Workforce Solutions Capital Area. With the use of grants, program participants receive certified training, concurrent job readiness and placement to prepare the individual for employment. Participants often serve as role models to children in an effort to break the cycle of generational poverty and unemployment. This Academy services as an example of our leadership recognizing the need for alternative education and developing partnerships that contributed to the inauguration of the GCA.

Mr. Davis considers his personal growth and development as important as that of his employees and the people Goodwill serves. To that end, he participates in the Vistage program which is a professionally facilitated advisory peer group and is comprised of an array of local business CEOs and executives, designed to help members help each other by identifying and collaborating on issues, developing a definitive plan of action, as well as 1-1 coaching.

Mr. Davis' resume and professional biography are included as Attachment O.10.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

## Section Three - Governance Plan

### Legal Status and Governing Documents

1. Describe the sponsoring entity's legal status, including the type of entity and corporate qualifications, if applicable. Submit any governing documents beyond those provided with the Eligibility Documentation which are already adopted, such as board policies, in **Attachment G.1**.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

#### LEGAL STATUS AND GOVERNING DOCUMENTS

The sponsoring entity is Goodwill Industries of Central Texas (Goodwill). Goodwill was incorporated on May 26, 1958. Goodwill was formed exclusively to further and promote charitable, scientific and educational purposes, and the business and objects to be carried on and promoted by it are to provide job-related services and perform any activities which are permitted to be performed by corporations that are: (i) formed under the general laws of the State of Texas; and (ii) exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States Internal Revenue Law (the "Code").

The Corporation is not organized for profit and no part of the net earnings of the Corporation will inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons.

All current governing documents are provided under Attachment E: Eligibility Documents.

### Organization Charts

Submit, as **Attachment G.2**, organization charts that show the school governance, management, and staffing structure in: a) year one and b) at capacity. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

### Governing Board

1. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies.
2. Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.
3. Explain how this governance structure and composition will help ensure that:
  - a. the school will be an educational success and that annual school and student performance will be reported to students, parents, and the community;
  - b. the school will be an operational success, including complying with all required reporting, including attendance, PEIMS, governance, and grant reporting;
  - c. the board will evaluate the success of the school and school leader; and
  - d. there will be active and effective representation of key stakeholders.
4. If the current applicant team does not include the initial governing board, explain how and when the transition to the governing board will take place.
5. If this application is being submitted by an existing non-profit organization whose sole purpose is not the oversight of the charter school, respond to the following:
  - a. Will the existing non-profit's board govern the new school/campuses, or has the school formed a new non-profit corporation governed by a separate board?
  - b. If the non-profit's current board will govern the charter school/campuses, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties?

Describe the plan and timeline for completing the transition and orienting the board to its new duties.

- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.
6. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.
7. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment G.3**, the board's proposed Code of Ethics and Conflict of Interest policy. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.
8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How will vacancies be filled? What are the priorities for recruitment of additional board members? What is the plan for training and development (should include a timetable, specific topics to be addressed, requirements for participation, and demonstrated compliance with TAC §100.1021.).
9. If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary (as provided above in Attachment A – Geographic Boundary).
10. Describe how a majority of the members of the governing body of an open-enrollment charter school or the governing body of a charter holder meet the requirements of a qualified voter. (TEC§12.1202)
11. Discuss any litigation in which the sponsoring entity has been involved.
12. Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

**NOTE: Family members who are related within the third degree of consanguinity or third degree of affinity are prohibited from serving together on a charter holder or charter school board. In addition, no family member within the third degree of consanguinity or third degree of affinity of any charter holder board member, charter school board member, or school officer shall receive compensation in any form from the charter school, the charter holder, or any management company that operates the charter school unless exempted by TEC §12.1054 (a)(1).**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

#### GOVERNING BOARD

Goodwill Industries of Central Texas (Goodwill) will hold The Excel Center charter. The Goodwill Board of Directors (Goodwill Board) will govern The Excel Center. Pursuant to TEC 12.121, the governing body of an open-enrollment charter school is responsible for the management, operation, and accountability of the school, regardless of whether the governing body delegates the governing body's powers and duties to another person.

As the charter holder, the Goodwill Board has chosen to delegate certain powers and duties to the Goodwill Education Board (GEB). The GEB will serve as an advisory board and report to the Goodwill Board. Per 19 TAC, the Goodwill Board will retain certain powers and duties, including:

- Final authority to hear or decide employee grievances, citizen complaints, or parental concerns.
- Final authority to adopt or amend the budget of the charter holder or the charter school, or to authorize the expenditure or obligation of state funds or the use of public property.
- Final authority to direct the disposition or safekeeping of public records, except that the governing body may delegate this function to any person, subject to the governing body's superior right of immediate access to, control over, and possession of such records.

- Final authority to adopt policies governing charter school operations.
- Final authority to approve audit reports under TEC, §44.008(d).
- Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for a chief executive officer.

*Interaction of Leadership*

The Excel Center will have three layers of leadership that include the President/CEO, Senior Vice President - Mission Services (SVP-MS), and the Head of School. The President/CEO, as well as the SVP-MS are current leaders within Goodwill Industries of Central Texas. As such, when The Excel Center opens, both leaders will add school administrative support responsibilities to their current duties and these positions will continue to be fully paid by Goodwill Industries of Central Texas, and not through taxpayer funds received through the school.

All three positions (the CEO, the SVP-MS, and the Head of School) will have interaction with both the Goodwill Board and the GEB in order to maintain responsibility for and oversight of school and student performance, as follows:

- The President/CEO of Goodwill will lead the Goodwill Board.
- The Head of School will work closely with the GEB, with support from the SVP-MS.
- The GEB will report to the Goodwill Board (fully responsible) on all compliance related issues, such as student performance, management and administrative practices, student attendance accounting reporting requirements, compliance with Generally Accepted Accounting Principles (GAAP) and other guidelines for financial accounting and fiscal management, compliance with special education and bilingual/ESL program requirements, financial and grant reporting requirements, reporting requirements through PEIMS, reporting annual school and student performance to all constituents and the public, and distributing information to parents regarding teacher qualifications.

Furthermore, The Excel Center will be fully supported by the infrastructure and services of Goodwill, including comprehensive client support services, job placement services through Goodwill Staffing Group, Commercial Services, work opportunities and, information technology, marketing, human resources, accounting, development, facilities maintenance, and performance excellence. It is the duty of the SVP-MS to ensure that all of these shared services are delivered effectively and efficiently in order to best support the staff and students of The Excel Center.

The Head of School will report directly to the SVP-MS, who in turn reports directly to the President/CEO. The specific duties of the President/CEO in regard to The Excel Center are:

- Organizing the charter school's central administration.
- Approving reports or data submissions required by law.
- Selecting charter school employees and officers.

The SVP-MS will serve as the Central Administration Officer for The Excel Center, as described in the Texas Education Code. His duties will include:

- Recommending the termination, non-renewal, or suspension of the Head of School.
- Submitting a proposed budget to the governing body of the charter holder.
- Preparing recommendations for policies to be adopted by the governing body of the charter holder and overseeing the implementation of adopted policies.
- Developing or causing to be developed appropriate administrative regulations to implement policies established by the governing body of the charter holder.
- Providing leadership for the attainment of student performance in a charter school operated by the

charter holder, based on the indicators adopted under TEC, §39.053 and §39.054, or other indicators adopted by the charter holder in its open-enrollment charter.

The SVP-MS will serve as a conduit for the resources and services that Goodwill provides The Excel Center, ensuring that the services and support provided by Goodwill flow smoothly to the school. The SVP-MS will report directly to the President/CEO. With much of the operational oversight addressed, the Head of School will be able to focus on the academic programming and student success, teacher hiring and development, and college and career readiness components. The Head of School will oversee all academic aspects of The Excel Center, and will report directly to the SVP-MS. According to the Texas Education Code, the Head of School will be the Campus Administration Officer, who acts as a principal. Duties will include:

- Approving teacher or staff appointments for The Excel Center.
- Setting specific education objectives for The Excel Center.
- Developing budgets for The Excel Center.
- Assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at The Excel Center
- Assigning, evaluating, or promoting personnel assigned to The Excel Center.

#### *Board Composition*

The Goodwill Board is a self-perpetuating body. At the Board's Annual Meeting, the Board declares all vacancies occurring during the preceding year, and the remaining directors elect any successors. The Board Chair annually appoints a Board Governance Committee to assist the Board in identifying, recruiting, and recommending new Goodwill Board Directors.

This Committee (a) establishes the required and preferred qualifications, both professional and personal, for consideration as a candidate for the Goodwill Board considering demographic and other information, which it may obtain through Goodwill staff; (b) will identify, recruit, and evaluate candidates for positions on the board, by conducting in-person interviews and inquiries into the backgrounds, qualifications and references of candidates identified by or recommended to the Committee; (c) considers national trends and laws relating to non-profit board composition; and, (d) recommends qualified candidates to the Board for approval. The Committee also evaluates board candidates based on professional areas of expertise and diversity.

The Governance Committee prepares slates of (a) new director candidates and (b) returning director candidates for the board's consideration at the annual meeting. Prior to their nomination, the committee will have confirmed that the director will serve, if elected. The candidates may be voted upon as a slate or as individuals.

The officers of Goodwill are the Chair, Vice-Chair, Secretary, and Treasurer of the Board, and the President of the corporation, and such other officers as may be determined and selected by a majority of the board. The President/CEO is not a member of the board, but is an officer of the corporation.

The Goodwill Board will meet quarterly and the GEB will meet monthly. All meetings will follow the regulations set forth by the Texas Open Meetings Act.

#### *Oversight and Accountability*

The Excel Center leadership is committed to continuous improvement through strong governance practices and ongoing review of all school operations. The Goodwill Board will:

- Delegate to the Head of School the daily management of the school.
- Approve annual performance goals.



- Use assessment data to ensure that the Head of School is meeting the school's annual goals.
- Participate in the resolution of disputes and grievances.
- Approve the annual budget.
- Evaluate the President/CEO.
- Provide a comprehensive evaluation, which includes a 360 review, of the President/CEO, SVP-MS, and Head of School.

The Head of School and SVP-MS will establish the strategy of The Excel Center, which will be reviewed by the Goodwill Education Board, and then approved by the Goodwill Board. The Goodwill Education Board, the Goodwill Board, as well as the leadership team will continue to stay apprised of the workforce and educational environment in Central Texas in order to make training adjustments proactively. Additionally, policies and procedures related to school operations and the performance evaluation of The Excel Center's senior level staff and the Goodwill Education Board will be approved by the charter holder - the Goodwill Board of Directors.

The President/CEO will have the ability to evaluate and terminate the SVP-MS and the Head of School. The Head of School and SVP-MS will ensure that the school is in compliance with all applicable laws, regulations, and contracts. A schedule of submission timelines and completed submittals will be shared with the Goodwill Education Board at every meeting.

The Head of School will be responsible for the accuracy of all student attendance records and reports. Maintaining high student attendance will be one of the performance measures that the Head of School will be evaluated on each year. Six-week attendance reports will be shared with both the Goodwill Education Board and the Goodwill Board at every meeting in the format of actual percentage for the most recent six weeks, the year-to-date cumulative percentage, and how the latter measure compares to the annual goal set for the Head of School.

The Goodwill Education Board will recommend all policies related to student attendance recordkeeping, which will be approved by the Goodwill Board. In addition, all records will be available for audit by the School Financial Audits Division of the TEA. The Goodwill Board, the President/CEO, and Head of School will ensure that school attendance and reporting are done in accordance with the Students Attendance Accounting handbook published by the TEA and will ensure the accurate reporting of Public Education Information Management System (PEIMS) data.

The Head of School will be responsible for ensuring that an effective attendance plan is implemented. In addition to student attendance, student retention will receive extra scrutiny since student retention is a leading indicator for future school performance. Therefore, in addition to having an annual goal for student attendance, the Head of School will have a student retention goal upon which he/she will be evaluated annually. The student retention will be evaluated in three different ways: retention within a given term, retention from term to term, and retention across multiple terms – with an emphasis on retention by graduation according to enrollment cohorts. Performance showing how well the school is meeting these goals will be reported to both the Goodwill Education Board and the Goodwill Board.

The Head of School will ensure that The Excel Center will adhere to all required reporting requirements, including those applicable to the PEIMS. The registrar will be the PEIMS Coordinator, and this position will have annual goals set regarding timely and accurate submissions of all PEIMS reports. The Head of School will report to the President/CEO, the Goodwill Education Board, and the Goodwill Board the school's ability to meet these goals throughout the year. In addition, the Head of School will share a calendar showing PEIMS submission dates and the school's timely submission of reports. All final reports will be approved by the President/CEO.

The Excel Center will comply with Generally Accepted Accounting Principles (GAAP). Goodwill

currently has three CPAs on staff and has a fifteen year history of unqualified audit opinions. Goodwill's VP of Financial Services will serve as the School Financial Officer. This position reports to the Goodwill CFO and the SVP-MS. The VP Financial Services is responsible for maintaining compliance with federal and state regulations and current accounting standards. This position will also be responsible for development and implementation of internal control policies, cash management, assistance with budget development, financial analysis, and financial statement preparation for internal and board reporting. This position will be fully funded by Goodwill.

A Finance Committee of the Goodwill Education Board will meet regularly throughout the school year. Members of the committee will include the Treasurer of the Goodwill Board, the School Financial Officer, the Head of School, and other members who the Treasurer deems appropriate. The responsibilities of the Finance Committee will include:

- Monitoring monthly financials of The Excel Center
- Overseeing the annual budgeting process
- Approving all staff member salaries
- Choosing the external auditor, overseeing the audit process, and ensuring that all regulations pertaining to the audit are being conducted properly
- Ensuring that all operational functions at the school are being executed properly, efficiently, and in compliance with state regulations
- Ensuring that all financial requirements (state, federal, and TEA) are being following properly
- Ensuring that all grant reporting requirements are being met

At every Goodwill Education Board and Goodwill Board meeting, the Treasurer of the Board and the School Financial Officer will deliver the finance and operations report.

#### *Communications*

The SVP-MS will take every effort to ensure that board directors are aware of the effects a rapidly-changing educational environment has on the performance of The Excel Center and, more generally, how changes are affecting the educational system as a whole. In regular biweekly emails, the SVP-MS updates the board on new developments in topics like school accountability, school choice, teacher performance, and a number of other developments involved in education.

At the end of the school year, the Head of School will notify students and families of the school's performance in a letter that is mailed to each student's home. The letter will include each of the academic measures of the state's accountability system, the school's final score, and an overall appraisal of school performance. Additionally, this information will be delivered via a "State of the School" address that will be open to students, parents, faculty, stakeholders and the community. This information and the address will also be available on the school's Website and in Goodwill's widely disseminated annual community report. The Head of School will present these reports, along with how they were communicated, to both the GEB and the Goodwill Board. The Website will also include biographies and qualifications for all faculty and staff.

#### *Board Capacity*

There are currently no plans to increase the capacity of the governing board. The governing board is a self-perpetuating board and all vacancies are filled in accordance with the by-laws. Development of the board is an ongoing process. All new directors receive an in-depth orientation, which includes an extensive explanation of how The Excel Center operates and the relationships between the school and Goodwill. Ongoing board development includes presentations at board meetings on various aspects of the school's operation, the Texas educational landscape, and TEA regulations. All board directors will comply with the

TEA's required training hours. Board directors are also invited to attend student demonstrations.

### *Conflict of Interest*

A nominee for a position on the Goodwill Board may not be related to or within the third degree of consanguinity or the third degree of affinity to a current director or to an employee of The Excel Center, or its affiliated corporations.

All board members execute a Board Director Covenant which affirms their commitment to the mission, sets forth their responsibilities, outlines the Goodwill Code of Ethics, confirms prohibitions against and defines Conflict of Interest. When potential Board members are interviewed, they are specifically asked about any business or other relationships which would be a violation of our conflict of interest policy. Goodwill does not do business directly or indirectly with vendors, companies or entities that are directly or indirectly affiliated with board members during the time period in which they serve on the board. In addition, the Code of Ethics reflects the Goodwill values and confirms that individual board members will do their best to:

- meet the needs of those with barriers to employment
- make their work client-driven whenever possible
- treat others with respect
- be a responsible steward of Goodwill resources
- take no action that personally benefit them as board members at the unwarranted expense of Goodwill
- uphold applicable laws and regulations
- refrain from doing anything that may bring discredit to Goodwill
- represent Goodwill in a fashion that is truthful and merits public trust
- strive for personal and professional growth to improve their effectiveness

The board's proposed Code of Ethics and Conflict of Interest policy is attached hereto as Attachment G.3.

### *Statutory Provisions*

Goodwill Industries of Central Texas (Goodwill) is not an out-of-state organization. All Goodwill board directors reside within 50 miles of The Excel Center's proposed designated geographic boundary.

No members of the governing body of the sponsoring entity or of the proposed charter school, or any officers have been convicted of a misdemeanor involving moral turpitude or of any felony. All directors and proposed directors meet the requirements of a qualified voter as outlined in the provisions of TEC, § 12.120. A director must complete a criminal background check and may not serve as a director if the nominee has been convicted of a felony or a misdemeanor involving moral turpitude.. As of the date of this application, there are no school employees or volunteers.

The sponsoring entity is not currently involved in any litigation nor has it been sanctioned by any state regulatory agency.

### **Advisory Bodies**

1. Describe any advisory bodies or councils to be formed, including the roles and duties of each body. Describe the planned composition of each advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (as applicable); and the reporting structure as it relates to the school's governing body and leadership.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

## ADVISORY BODIES

The Goodwill Board (charter holder board and governing body of the sponsoring entity) has created the Goodwill Education Board (GEB) to assist in the discharge of its obligation to run a charter school.

The GEB will function as an advisory body for the charter school and will bring recommendations to the Goodwill board related to management of the business, property and affairs of the charter school in accordance with Goodwill bylaws. The GEB will include members who have a background in education, charter schools, business, and workforce development. Therefore, the GEB will have more direct oversight of school and student performance, academic programming, and direct operations that support the efforts of the school. The GEB will:

- Be responsible for ensuring that The Excel Center adheres to the school model set forth in the charter application submitted to the Texas Education Agency (TEA).
- Work closely with school leadership in setting The Excel Center annual goals, to be then shared with the Goodwill Board for final approval.
- Review approved budget versus actual revenue and expense.
- Monitor the school's key performance indicators.
- Bring recommendations to the Goodwill Board based on how well the school is performing its set annual goals.
- Serve as ambassadors to the community.

### *Oversight and Accountability*

The Excel Center will be a data-driven, results-focused school. The GEB and the Goodwill Board will utilize data to regularly conduct evaluations and reviews of academic, operational, and financial performance. At every GEB meeting, the Head of School will present student and school performance information versus set goals. Annual School Goals will include leading indicators of the state's accountability system.

Additional measures to be shared with the GEB will include:

**Credit Attainment:** The Excel Center will actively track the average number of credits earned per term, the type of credits being earned, and the student success rate of all courses. This will be evaluated at the end of each term and throughout the term so that adjustments can be made to better serve our students and to ensure the school's goals are being met.

**Diploma Quality:** The Excel Center will not only be evaluated on its graduation rate but also the type and quality of the diplomas that its graduates are awarded. (This will be adjusted based upon any diploma statutory changes).

**Career and Technical Education (CTE) Certifications and Career Pathways:** The Excel Center places a strong emphasis on providing its students with the tools necessary to succeed post-graduation. As such, the school will be evaluated on:

- The number and percentage of its graduates who earn an industry certification and the percentage of its graduates who are in a CTE career pathway that will lead to an industry certification after graduation.
- The number and percentage of students earning credits in CTE courses per term. Tracking this information by term will ensure that the school's students are on track to earn an industry certification and will allow the school to adjust its curriculum and partnership offerings as necessary to ensure that its goals and metrics are being met.

The GEB will work closely to ensure that student performance, operational success, student/parent communication and active and effective representation of stakeholders are achieved.

### *Composition*

The members of the governing body of the GEB are currently: Thomas "Ted" Delisi; Yvonne Van Dyke; Jamie Lagarde; Les Gage; and Paula Campbell. Biographical affidavits are submitted as Attachment C. There will be nine (9) voting Directors of the GEB, which number may from time to time be increased or decreased subject to the limitation that the Board shall never be reduced to less than three (3) nor increased to more than eleven (11) Directors.

The officers of the GEB will consist of a President, a Vice-President, Secretary, and such other officers as the Board of Directors may, by resolution, designate from time to time. All officers will be chosen annually by the GEB at the annual meeting of the Board and approved by the Goodwill Board. Each officer will hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the board of directors or until a successor is chosen and qualified.

The GEB will (a) establish the required and preferred qualifications, both professional and personal, for consideration as a candidate for the GEB considering demographic and other information, which it may obtain through Goodwill staff; (b) identify, recruit, and evaluate candidates for positions on the board, by conducting in-person interviews and inquiries into the backgrounds, qualifications and references of candidates identified by or recommended to the Committee; (c) consider national trends and laws relating to non-profit board composition; and, (d) recommend qualified candidates to the board for approval.

The GEB will prepare slates of (a) new GEB Director candidates and (b) returning GEB Director candidates for the Goodwill Board's consideration at the annual meeting. Prior to their nomination, the GEB will have confirmed that the director will serve, if elected. The candidates may be voted upon as a slate or as individuals.

Any vacancy among the elected directors may be filled through the recruitment and nomination process, or if there is not a quorum, by a member of the Goodwill Board. Any vacancy among the appointed directors will be filled by the Goodwill Board. A director elected to fill a vacancy will hold office until the expiration of the term of the director causing the vacancy and until a successor will be elected and qualified. A vacancy of an officer will be filled by the Goodwill Board Chair. A new officer who will hold office until the next annual meeting and until his/her successor is elected and qualified.

At the first meeting of the board, the directors will draw lots to determine the length of their term. The elected directors shall be divided into three classes as nearly equal in number as possible. The terms of elected directors in the first group expire at the first annual meeting of the directors after their election, the terms of the second group expire at the second annual meeting of the directors after their election, and the terms of the third group expire at the third annual meeting of the directors after their election.

At each annual meeting of the GEB hereafter, directors will be chosen for a term of three (3) years to succeed those whose term expires. Incumbent directors will be eligible for re-election or re-appointment; provided, however, no person may serve as a director for more than three (3) consecutive three (3) year terms.

### *Statutory Provisions*

A nominee for a position on the GEB may not be related to or within the third degree of consanguinity or the third degree of affinity to a current director or to any employee of The Excel Center, or its affiliated corporations.

No proposed member of the GEB, or any officers have been convicted of a misdemeanor involving moral turpitude or of any felony. All directors and proposed directors meet the requirements of a qualified voter as outlined in the provisions of TEC, § 12.120. A director must complete a criminal background check and may not serve as a director if the nominee has been convicted of a felony or a misdemeanor involving

moral turpitude.

Other advisory bodies may be formed after The Excel Center matures. These may include student, parent, and business groups. Advisory bodies will be approved by the GEB and the Goodwill Board.

### Grievance Process

1. Explain the process that the school will follow should a parent, student, or employee have an objection to a governing board policy or decision, administrative procedure, or practice at the school and the method used to communicate the grievance policy to said individuals.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

#### GRIEVANCE PROCESS

The Excel Center will have a grievance procedure that allows complaints to be heard from parents/guardians, students, employees and citizens at several levels, with the opportunity to be heard by the Goodwill Board, which will exercise final authority in these matters. The appropriate grievance procedure will be outlined in the Parent/Student Handbook and will be communicated to parents and students during meetings, conferences, and through written communications. Grievance procedures will also be available on our website under Board policies and procedures.

The Excel Center will encourage all complaints to be heard and resolved at the initial level; however, all have the right to be heard and decided by the Goodwill Board. Should a problem arise, at any point, the following steps will be taken to resolve the grievance:

- Step 1: The person filing the complaint should talk to The Excel Center teacher or staff member about his/her concerns. Students may have an advocate of their choosing (i.e. family member) assist them with the grievance process.
- Step 2: If the grievance is not resolved within five (5) working days, it may be presented in writing to the Head of School. The Head of School will then respond in writing to the grievance within five (5) working days, and both the original grievance and the response will be placed in the student's file.
- Step 3: If the grievance is not resolved satisfactorily by the Head of School, then it should be presented in writing to the Senior Vice President of Mission Services, who will respond in writing to the grievance within five (5) working days. The response will be placed in the student's file.
- Step 4: If the grievance is not resolved after being presented to the Senior Vice President of Mission Services, it may be presented, in writing, to the President/CEO, who will respond within five (5) working days. The response will be placed in the student's file.
- Step 5: If the grievance has not been resolved after being presented to the President/CEO, it will be heard by the Goodwill Education Board at its next regularly scheduled meeting.
- Step 6: If the grievance has not been resolved after being presented to the Goodwill Education Board, it will be heard and decided by the Goodwill Board at its next regularly scheduled meeting. This decision will be final and binding.

**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK**

## Section Four - Financial and Business Plan

### Facilities

1. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for building or renovations, timelines, and financing.
2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment F.1**. Briefly describe the facility including location, size, and amenities. You may also include in **Attachment F.1**, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with applicable local health and safety requirements and must be prepared to follow applicable city planning review procedures. Describe the basic facilities requirements for accommodating your school plan, including anticipated number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
3. Explain your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following: science labs, art room (describe amenities such as kiln), computer labs, library/media center, performance/dance room, auditorium, and other (list).
4. Explain your anticipated administrative/support space needs, including anticipated number of each: main office, satellite office, work room/copy room, supply/storage spaces, teacher work rooms, or other (list).
5. Describe facility elements essential to fulfillment of the core athletic program gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field, or other (please list).
6. Identify any other significant facilities needs not already specified, including such as playgrounds, large common space for assemblies and other large group meetings, or other special considerations (identify and explain).
7. Does the applicant have a specific desired location(s)? Yes  
If yes and the applicant has a specific facility under consideration, identify past or current usage and/or neighborhood (you may add rows to the table as needed).

Desired Location(s): Main Campus, 1015 Norwood Park Boulevard, Austin, TX 78753

**NOTE: Prior to opening and serving students, all charter holders must provide the TEA with the Certificate of Occupancy with an E rating for their facility. The certificate must be issued by the appropriate local authority.**

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

#### FACILITIES

Goodwill owns its main campus and headquarters located at 1015 Norwood Park Blvd., Austin, Texas 78753, referred to as the Goodwill Community Center (hereinafter "GCC"). The GCC is located within a key demographic area for our identified student population. Based on its location, the relationship that will exist between Goodwill and The Excel Center, and the ability to convert existing owned space to accommodate the school through construction renovation, the GCC has been identified as a primary location for The Excel Center. No real estate brokers or consultants were involved in connection with this decision. Architectural and design consulting and space planning is being performed by Marc Bove, principal of the Bommarito Group.

A copy of the Deed of Trust is included as Attachment F.1. The building was designed and built in 2003-2004 specifically for Goodwill Industries of Central Texas and houses its main administrative offices

(executive, accounting, IT, human resources and training, development and marketing, property and maintenance). Also located at the site are mission services offices and programs, training classes for clients and stakeholders for skills training, a Goodwill retail store and a Computer Museum. The space as built and as renovated in 2013 is approximately 105,000 square feet and sits on 8 acres of land. There are currently 273 parking spaces. The building meets current City of Austin code requirements, has been subject to TDLR regulatory reviews and complies with all applicable local health and safety requirements. Any renovations or construction undertaken to accommodate The Excel Center will be subject to receipt of building permits from the City of Austin and periodic required inspections by the City. Occupation and use of the building will be dependent on receipt of an updated Certificate of Occupancy after passing all required city inspections including electrical, plumbing and fire.

The site is a suitable facility for the proposed charter school as a result of the building structure and layout, site plan, access to public transportation and major roadways and demographics. The site is located off of Anderson Lane/Hwy 183 on the south side and Interstate 35N on the east side. Capital Metro maintains a bus stop in front of the main entrance.

The Excel Center will be located on the first and second levels of building A as identified on the site plan included as Attachment F.1. The total space is approximately 24,000 square feet and currently contains classrooms, conference rooms and office space. The site plan of the GCC allows us to have a completely separate entrance and to separate the identified space from operations in the rest of the facility. We anticipate 14 classrooms with square footage per classroom of between 400 square feet and 700 square feet. The facility will also include specialty classrooms—a computer lab which has space for 20 computers and a science lab which will accommodate classes of 15 students. All other classrooms will be multi-purpose and will support between 10 - 20 students at any given time. There will be adequate supply and storage spaces within the administrative offices, copy areas, break rooms and classrooms.

The following administrative/support space needs will be incorporated within the school space: Reception area; Admissions office; Head of School office; Meeting rooms; Staff lounge; Shared break room; Student lounge/media/resource center; 6-8 private study/meeting enclaves; Designated offices for life coaches; Shared offices for teachers to have private student meetings; Copy areas (at least 2); Restrooms (as specified by building code); Child care room with a secure entry and restroom.

Classrooms will be built with flexibility so that we can use space for smaller meetings as well as larger groups by incorporating moveable walls. This will allow the classrooms to be opened up and used as needed for larger assemblies or group meetings. The GCC building sits on 8 acres of land with sufficient exterior space to enable students to take breaks outside and still feel they are attending school in a self-contained campus. The Excel Center is located near many shopping centers and restaurants for easy access for meals.

As a dropout recovery high school, Excel Center students will be focused on priorities other than athletics. While there are no athletic facilities or teams as part of our school model, we encourage a healthy lifestyle by providing a gym and locker-room facility on campus, as well as discounted memberships to neighboring gyms.

## Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with Generally Accepted Accounting Principles (GAAP) and all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.



3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
4. Describe how the school will ensure financial transparency to the TEA and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and annual financial report on its website.
5. Describe any business services to be outsourced, such as payroll and auditing services, including the anticipated costs and criteria for selecting such services.

TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.

### FINANCIAL PLAN

The Excel Center will follow a planning and budgeting process that is compliant with the requirements of The Texas Education Agency. Planning will include identification of education programs to be offered, input from key stakeholders, identification of cost for required programs, and identification of available resources to provide desired programs.

The Goodwill Education Board (GEB) and the Head of School will establish the requirements for the budget process to include specific roles and responsibilities. The budget will be prepared by staff, approved by the GEB and adopted by the Goodwill Board by the deadline set by the State Board of Education, currently August 31. Expenditures will be continually monitored against budget and any required budget amendments will be approved by the governing board before implementation. GEB and Goodwill Board minutes will be used to record adoption of and amendments to the budget and will include a description of approvals and copies of the items adopted. Planning, preparation, and evaluation will be an ongoing and systematic process to ensure the most effective use of financial resources.

Accounting: The Excel Center will follow Generally Accepted Accounting Principles (GAAP). The accounting records of the Excel Center will be maintained separately from those of the sponsoring organization. The financial accounting system adopted will include a standardized account code structure and conform to the minimum requirements issued by the State Board of Education.

Purchasing: Control over the expenditure of funds is a critical component of financial accountability. A process for purchasing that captures required elements in a streamlined and efficient way will be developed. The process will be continually monitored for potential improvement. This process will be documented as a part of the Accounting Policy and Procedure Manual in the Purchasing section and will include at a minimum: (1) Responsibilities (defined by position, staff training), and (2) Procedure (vendor selection, procurement, purchase orders, required documents, receiving process, document flow and retention, administrative review).

Payroll: The Excel Center will design and implement a payroll process to ensure compliance with applicable regulations. Pay dates will be established that provide for at least monthly payroll for employees exempt from overtime pay provisions of the Fair Labor Standards Act of 1938 and for at least twice monthly payments for employees not exempt from overtime pay provisions. Notices will be posted of the pay dates for employees to view. Wages will be paid in United States Currency, negotiable check, or electronic transfer. Employees must agree to any other form of payment in writing. Detailed procedures for payroll processing will be included in the Accounting Policy and Procedure and Manual.

Internal Control: A strong system of internal control and continual monitoring are essential to the protection of public funds. The Excel Center will develop an Accounting Policy and Procedure Manual including but not limited to: Budget Preparation; Budget Amendments; Financial Reporting; State and Federal Reporting; Financial Audit; Chart of Accounts; Segregation of Duties; Depository Contract; Records Retention and Protection; PEIMS Data Standards; Bank Account Reconciliation; Accounts Payable; Accounts Receivable; Purchase Orders; Cash Control; Disbursements; Procurement Cards; Donated Property; Capital Assets; Depreciation; Purchasing and Procurement; Contract Signing Authority;

Insurance; Employee Access; Nepotism; Conflict of Interest; Capital and Operating Leases; and Mandatory Vacations. The Accounting Policy and Procedure Manual will be updated periodically to ensure compliance with State and Federal regulations. It will also be reviewed and approved by the board at least annually. School officials are responsible for adherence to policy and procedure.

Financial Reporting: The Excel Center recognizes the importance of proper accounting for and reporting on funds received and disbursed and will implement sound accounting procedures and internal controls documented by an Accounting Policy and Procedure Manual. The financial officer of the school is a CPA with over 20 years of accounting experience in government and nonprofit both in an audit and industry capacity. The Excel Center will provide monthly financial reporting to the GEB and Goodwill Board including basic financial statements, schedules of expenses and budgetary comparisons. The Excel Center will comply with all financial reporting requirements applicable to the school including submission of an annual financial audit and a financial and compliance report approved by the GEB and certified by the Goodwill Board with appropriate signatures of officers and indication of approval or disapproval of the contents of the report. The contents of the report will include at a minimum:

- Sponsoring Organization (Independent Auditor's Report, Statement of Financial Position, Statement of Activities, Statement of Cash Flows, Notes to the Financial Statements)
- Excel Center (Statement of Financial Position, Statement of Activities, Statement of Cash Flows, Schedule of Expenses, Schedule of Capital Assets, Budgetary Comparison Schedule)
- Report on Compliance and on Internal Control Over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards
- If Applicable: Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133; Schedule of Findings and Questioned Costs; Corrective Action Plan; Schedule of Expenditure of Federal Awards and related notes

The Senior Vice President of Mission Services (SVP-MS), Head of School, and the Financial Officer are responsible for the planning and development of the budget and daily adherence to financial accounting and reporting requirements. The Goodwill Board maintains according to Texas Administrative Code §100.1101 non-delegable duties of final authority to adopt and amend the budget and to authorize the obligation and expenditure of public funds and use of public property.

The Head of School and the Financial Officer are responsible for the safekeeping of public records and the GEB will maintain a superior right of control, possession, and immediate access to these records.

The SVP-MS, Head of School, and the Financial Officer are responsible for compliance with policy and procedure outlined in the Accounting Policy and Procedure Manual, monthly financial reporting to the GEB, quarterly reporting to the Goodwill Board and scheduling and coordination of the annual financial audit. The Goodwill Board maintains the final authority to approve the audit reports. The Goodwill Board has the final authority to employ, direct, evaluate, set compensation and renew or terminate employment for the Chief Executive Officer.

The Excel Center will engage an independent certified public accountant to perform an annual financial audit of the school. The audit will include all required documentation and testing including that of PEIMS data and any applicable single audits for state and federal funding. The audit testing will also include tests of documentation of the training hours required by TAC §§100.1102 through 100.1106 relative to members of the governing body and school officers and business managers. Any failure to comply with the education requirements must be separately disclosed in the audit report. The annual audit is to be completed no later than 150 days after the close of the fiscal year. The engagement letter with the audit firm will require that the firm maintain audit working papers for five years.

The Excel Center will ensure financial transparency to the TEA and the public. The school budget will be adopted on an annual basis. Ten days prior to the board meeting to adopt the budget, the board president will give public notice in a newspaper of the meeting and the school will post a summary of the budget containing required elements of comparison and function areas on their website and have copies available in the school office. Any taxpayer in the district has the right to attend and participate in the board meeting. Annual Financial Reporting and the Annual Audit Report will be posted on the school website.

The Excel Center plans to use WebSmart software and Finance and Student Information Services back office services provided by JR3. The rates for these services are set at four percent of annual state revenue. The selection of this software and service provider was based on recommendations of users, reputation, expertise in the field, and reasonable cost.

6. Provide, as **Attachment F.2**, the following documents for the sponsoring entity:
- For organizations in existence for one or more years:** a copy of the most recent unqualified audit report.

--OR--

**For organizations less than one year old:** If an audit report is not available, provide an unaudited financial report that includes a statement of financial positions, a statement of activity, and a cash flow statement (inception to date).

- A credit report of the sponsoring entity.
  - The sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ.
7. Provide the completed Financial Plan Workbook as **Attachment F.3**, in developing your budget. It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first five years of operation. Therefore, a reasonable planning estimate of \$5,381 per student, which accounts for a daily attendance rate of 80%, should be used when planning and developing the budget.
8. As **Attachment F.4**, present a detailed budget narrative which includes description of assumptions and revenue estimates, including, but not limited to, the basis and calculations for revenue projections, staffing levels, and expenditures. The narrative response should specifically address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). Also include in **Attachment F.4** any commitments of financial support/pledge letters from parents or other sources.
- Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds (e.g. grant award letters, LOIs, or loan agreements). Explain the basis for assumptions around unsecured/anticipated funding sources.
  - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
  - Provide a detailed year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

### Business Management Capacity

1. Identify the key members of the school's business leadership team. Identify only individuals who will play a substantial and ongoing role in school/campus development, governance, and/or management, and will thus share responsibility for the school's financial success. These may include current or proposed governing board members, the school leadership/management team, and any essential

partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the Business Plan successfully, including capacity in areas such as the following:

- a. Financial management;
- b. Fundraising and development; and
- c. Accounting and internal controls.

2. Describe the sponsoring entities' capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

**TYPE YOUR RESPONSE IN THIS BOX. IT WILL EXPAND AS NEEDED.**

#### BUSINESS MANAGEMENT CAPACITY

The financial success of The Excel Center is the responsibility of the members of the Goodwill Board, GEB, the Superintendent, the Senior Vice President of Mission Services and the Head of School. JR3 is a contracted entity responsible for supporting financial management in accordance with PEIMS student attendance and accounting requirements.

The Directors of the Goodwill Board and the Goodwill Education Board bring more than 60 years of collective business and financial management experience with large corporations, nonprofits and government entities. The Superintendent has grown Goodwill to an \$84M organization in the past 15 years - an increase of \$68M, tripled client services, and earned multiple accreditations.

Financial management, accounting, and internal controls are under the responsibility of Goodwill's Vice President of Financial Services who holds a BBA, CPA and CGMA and has served in her current position for 10 years with more than 20 years of audit and accounting experience.

Fundraising and development is under the direction of the Senior Vice President of Community Engagement (SVP-CE). Having served Goodwill for more than six years, the SVP-CE holds a BA and CFRE and brings more than 18 years of experience in development and marketing. Goodwill currently raises more than \$8M per year and is committed to raising additional resources to meet the demands of our diverse student population.

Goodwill owns and or leases over 600,000 square feet of office, classroom, retail, warehouse, and industrial space. For the past 15 years, Goodwill has managed its owned and leased properties through its in-house maintenance department and commercial services janitorial department. They are responsible for all building maintenance and repairs, cleaning, landscaping, and security. Multiple major renovations have been completed in the last ten years, including 26 retail stores, a 124,400 square foot industrial building renovated to accommodate recycling and warehouse operations, mission services and retail outlet, and a 16,000 square foot renovation of our main administration offices that will house the charter school. Since 2006, Goodwill has had a dedicated property department that includes a full in-house maintenance team. The Vice President of Property Services leads this team and brings more than 20 years experience in leasing, real estate development, property management operations, design and construction.

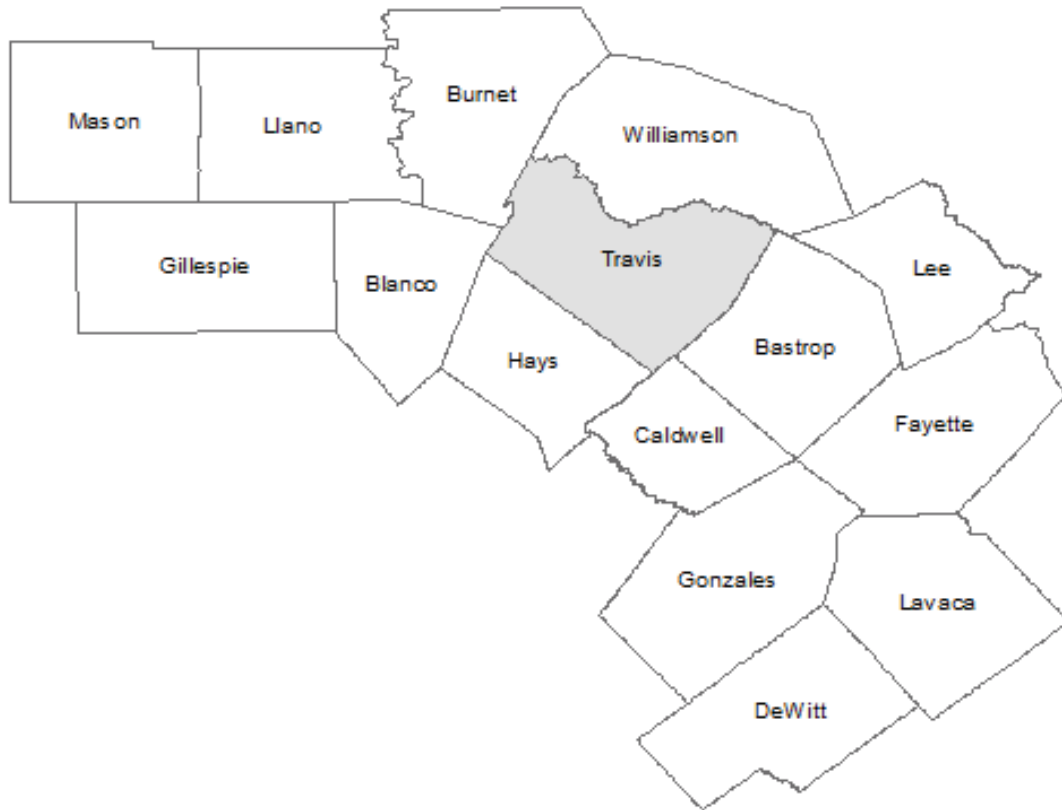
**WHEN YOU HAVE FINISHED, LEAVE THE REMAINDER OF THIS PAGE BLANK.**

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment A: Geographic Boundaries

## The Excel Center - Geographic Boundary

The Excel Center will accept students from Goodwill's 15-county territory, pictured below. The territory includes Travis, Williamson, Hays, Bastrop, Caldwell, Mason, Llano, Gillespie, Burnet, Blanco, Lee, Fayette, Gonzales, Lavaca, and DeWitt counties. The county lines will serve as the school's boundaries.



\*The highlighted county indicates the location of The Excel Center.

The school districts that are fully within The Excel Center's boundary are listed below.

Austin ISD	Granger ISD	Pflugerville ISD
Bastrop ISD	Hays Consolidated ISD	Round Rock ISD
Burnet Consolidated ISD	Hutto ISD	Round Top-Carmine ISD

Coupland ISD	Jarrell ISD	Schulenburg ISD
Cuero ISD	Johnson City ISD	Shiner ISD
Del Valle ISD	La Grange ISD	Smithville ISD
Dime Box ISD	Lago Vista ISD	Sweet Home ISD
Doss Consolidated CSD	Lake Travis ISD	Taylor ISD
Dripping Springs ISD	Leander ISD	Thrall ISD
Eanes ISD	Liberty Hill ISD	Vysehrad ISD
Elgin ISD	Llano ISD	Waelder ISD
Ezzell ISD	Lockhart ISD	Westhoff ISD
Fayetteville ISD	Manor ISD	Wimberley ISD
Flatonia ISD	Marble Falls ISD	Yoakum ISD
Georgetown ISD	McDade ISD	Yorktown ISD

The Excel Center will accept students from a portion of the following school districts and as stated previously, county lines will serve as the boundary.

Bartlett ISD	Harper ISD	Nixon-Smiley Consolidated ISD
Blanco ISD	Killeen ISD	Nordheim ISD
Comal ISD	Lampasas ISD	Prairie Lea ISD
Florence ISD	Lexington ISD	San Marcos ISD
Fredericksburg ISD	Luling ISD	Thorndale ISD
Giddings ISD	Mason ISD	Weimar ISD
Hallettsville ISD	Meyersville ISD	

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment B: Mail Receipts



**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:17 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238717753

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717763

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:18 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238717746

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717746

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:18 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238717739

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717739

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

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Individual Piece(s) listed by Sender	Address/Name, Street, City, State & Zip	Package	Fee	Shipping Insurance	Signature Required	Signature	Weight	Volume	PSN	PSI	PSR	PSI	PSR
1 7009 2250 0002 3871 7739	The Honorable Lois Kohorst Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$1.30										
2 7009 2250 0002 3871 7746	The Honorable Lois Kohorst Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$1.30										
3 7009 2250 0002 3871 7753	The Honorable Lois Kohorst Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$1.30										
4 7009 2250 0002 3871 7760	The Honorable Lois Kohorst Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$1.30										
5 7009 2250 0002 3871 7777	The Honorable Lois Kohorst Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$1.30										
6 7009 2250 0002 3871 7784	The Honorable Lois Kohorst Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$1.30										





**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 2:23 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7009225000238717715

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Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717715

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 2:24 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7009225000238717708

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717708

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 2:24 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7009225000238717685

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717685

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:38 pm

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 2:24 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7009225000238717678

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717678

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:38 pm

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:00 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238717814

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Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717814

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:00 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238717791

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717791

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:23 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238717722

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717722

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

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Item #	Name and Address of Sender	Check type of mail or service	Package	Fee	Shipping Charge	Insurance Value	Postmark and Date of Receipt	Insurance Value	Postage	Insurance	Other	Total
1	Goodwill Industries of Central Texas 1010 Woodwood Park Blvd Austin, TX 78751	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Insured Mail	7009 2250 0002 3871 7791 The Honorable Lois Kohler Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$3.30				\$6.69			\$10.00
2			7009 2250 0002 3871 7823 The Honorable Jason Isaac Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$3.30				\$6.69			\$10.00
3			7009 2250 0002 3871 7838 The Honorable Jason Isaac Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$3.30				\$6.69			\$10.00
4			7009 2250 0002 3871 7849 The Honorable Jason Isaac Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$3.30				\$6.69			\$10.00
5			7009 2250 0002 3871 7850 The Honorable Jason Isaac Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$3.30				\$6.69			\$10.00
6			7009 2250 0002 3871 7851 The Honorable Jason Isaac Texas State Representative P.O. Box 2910 Austin, TX 78768	\$6.69	\$3.30				\$6.69			\$10.00



Formatted by Machine Name



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 2:35 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7009225000238717852

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717852

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 2:34 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7009225000238717876

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717876

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 2:33 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7009225000238717906

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717906

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 2:33 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7009225000238717890

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717890

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:12 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment info for 7009225000238717920

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717920

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:13 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment info for 7009225000238717913

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717913

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Address and address of recipient	Article Number	Address (Please check "On, Same & Up")	Package	Fee	Insurance	Postage	Signature	Postmark	Postage	Postmark	Postage	Postmark
1 ✓ 7009 2250 0002 3871 7913 The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	✓	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	Private	\$6.69	\$2.50							
2 ✓ 7009 2250 0002 3871 7920 The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	✓	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	Private	\$6.69	\$2.50							
3 ✓ 7009 2250 0002 3871 7937 The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	✓	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	Private	\$6.69	\$2.50							
4 ✓ 7009 2250 0002 3871 7944 The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	✓	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	Private	\$6.69	\$2.50							
5 ✓ 7009 2250 0002 3871 7951 The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	✓	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	Private	\$6.69	\$2.50							
6 ✓ 7009 2250 0002 3871 7916 The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	✓	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	Private	\$6.69	\$2.50							

Check type of mail or service:  
 Certified  
 COO  
 Delivery Confirmation  
 Signature Mail  
 Insured

Check type of mail or service:  
 Registered (Delivery Information)  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation

After Stamp Here:  
 Registered as a carrier of mail  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:35 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment info for 7009225000238717899

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717899

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:10 PM
To: Vanessa Scruggs
Subject: USPS Shipment info for 7009225000238717958

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717958

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Arrival at Unit, Processed through USPS Sort Facility, Depart USPS Sort Facility, and Processed through USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm

Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:11 PM
To: Vanessa Scruggs
Subject: USPS Shipment info for 7009225000238717951

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717951

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Arrival at Unit, Processed through USPS Sort Facility, Depart USPS Sort Facility, and Processed through USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:11 PM
To: Vanessa Scruggs
Subject: USPS Shipment info for 7009225000238717944

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717944

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Arrival at Unit, Processed through USPS Sort Facility, Depart USPS Sort Facility, and Processed through USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm

Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:12 PM
To: Vanessa Scruggs
Subject: USPS Shipment info for 7009225000238717937

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717937

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Arrival at Unit, Processed through USPS Sort Facility, Depart USPS Sort Facility, and Processed through USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:15 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238717999

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717999

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:15 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718002

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718002

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:34 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718019

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718019

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Article Number	Address (Street, City, State & Zip)	Weight	Rate	Tracking Charge	Account Charge	Insurance Value	1C Fee	2C Fee	5T Fee	70 Fee	80 Fee
1	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	\$0.69	\$3.30								
2	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	\$0.69	\$3.30								
3	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	\$0.69	\$3.30								
4	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	\$0.69	\$3.30								
5	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	\$0.69	\$3.30								
6	The Honorable Charles Schwelmer Texas State Senator P.O. Box 12068 Austin, TX 78711	\$0.69	\$3.30								

Certified  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation  
 Signature Confirmation  
 Registered Delivery (International)  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation

Total number of pieces: 6  
 Total number of pieces returned in piece: 0  
 Used by Sender: 6

Austin, TX 78710  
 MAR 21 2014  
 12:52 PM  
 USPS

Formatted by America Post

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:16 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238717975

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717975

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

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Item # and Address of Sender	Check type of mail or service	Address (Name, Street, City, State & Zip)	Postage	Fee	Handling Charge	Actual Value	Insured Value	IC Fee	SC Fee	SI Fee	NO Fee	PO Fee	
1 7009 2250 0002 3871 6033 The Honorable Charles Schwepker Texas State Senator P.O. Box 12068 Austin, TX 78711	<input checked="" type="checkbox"/> Certified <input type="checkbox"/> COV <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Express Mail <input type="checkbox"/> Insured	The Honorable Charles Schwepker Texas State Senator P.O. Box 12068 Austin, TX 78711	\$0.60	\$3.30									\$1.35
2 7009 2250 0002 3871 8994 The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	<input type="checkbox"/> Certified <input type="checkbox"/> COV <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Express Mail <input type="checkbox"/> Insured	The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30									\$1.35
3 7009 2250 0002 3871 8994 The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	<input type="checkbox"/> Certified <input type="checkbox"/> COV <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Express Mail <input type="checkbox"/> Insured	The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30									\$1.35
4 7009 2250 0002 3871 8054 The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	<input type="checkbox"/> Certified <input type="checkbox"/> COV <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Express Mail <input type="checkbox"/> Insured	The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30									\$1.35
5 7009 2250 0002 3871 8073 The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	<input type="checkbox"/> Certified <input type="checkbox"/> COV <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Express Mail <input type="checkbox"/> Insured	The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30									\$1.35
6 7009 2250 0002 3871 8085 The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	<input type="checkbox"/> Certified <input type="checkbox"/> COV <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Express Mail <input type="checkbox"/> Insured	The Honorable Tim Keelenschmidt Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30									\$1.35

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:13 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718026

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718026

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:16 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238717982

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717982

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:03 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718064

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718064

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:03 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718057

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718047

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipinfo/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:03 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718040

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718040

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipinfo/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:04 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718033

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718033

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipinfo/trackandconfirm.htm>



Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:06 PM
To: Vanessa Scruggs
Subject: USPS Shipment Info for 70092250000238718125

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718125

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Available for Pickup, Arrival at Unit, Processed through USPS Sort Facility, and Depart USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm

Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:06 PM
To: Vanessa Scruggs
Subject: USPS Shipment Info for 70092250000238718118

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718118

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Available for Pickup, Arrival at Unit, Processed through USPS Sort Facility, and Depart USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm

Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:06 PM
To: Vanessa Scruggs
Subject: USPS Shipment Info for 70092250000238718101

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718101

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Available for Pickup, Arrival at Unit, Processed through USPS Sort Facility, and Depart USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm

Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:07 PM
To: Vanessa Scruggs
Subject: USPS Shipment Info for 70092250000238718095

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718095

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Available for Pickup, Arrival at Unit, Processed through USPS Sort Facility, and Depart USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:31 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718163

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718163

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/tracksandconfirm.htm>

Item and Address of Sender	Item type of mail or service	Address (from: street, city, state & zip)	Postage	Fee	Insurance Charge	Actual Weight of Item (lb)	Actual Weight of Item (oz)	PSN	PSI	PSI	PSI	PSI	PSI	PSI	PSI
1 Generalist Industries of Central Texas 1015 Rosewood Park Blvd Austin TX 78733	<input checked="" type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Signature Confirmation	The Honorable Mastia Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.90											
2 7009 2250 0002 3871 8224	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Signature Confirmation	The Honorable Mastia Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.90											
3 7009 2250 0002 3871 8231	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Signature Confirmation	The Honorable Mastia Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.90											
4 7009 2250 0002 3871 8248	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Signature Confirmation	The Honorable Mastia Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.90											
5 7009 2250 0002 3871 8255	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Signature Confirmation	The Honorable Mastia Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.90											
6 7009 2250 0002 3871 8262	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> Delivery Confirmation <input type="checkbox"/> Signature Confirmation	The Honorable Mastia Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.90											



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:07 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718194

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718194

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/tracksandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:07 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718200

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718200

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:07 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718248

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718248

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:07 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718231

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718231

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:08 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718224

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718224

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:08 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718217

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718217

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:20 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718279

This is a post-only message. Please do not respond.  
 Vanessa Scruggs has requested that you receive the current Track & Confirm Information, as shown below.  
 Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718279

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.  
 For more information, or if you have additional questions on Track & Confirm services and features, please visit the  
 Frequently Asked Questions (FAQs) section of our Track & Confirm site at  
<http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:06 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718262


This is a post-only message. Please do not respond.  
 Vanessa Scruggs has requested that you receive the current Track & Confirm Information, as shown below.  
 Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718262

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.  
 For more information, or if you have additional questions on Track & Confirm services and features, please visit the  
 Frequently Asked Questions (FAQs) section of our Track & Confirm site at  
<http://www.usps.com/shipping/trackandconfirm.htm>

Article Number	Address Name, Street, City, State & Zip	Package	Fee	Handling Charge	Postage	Insurance	DC	SC	SN	NS	PS	
7009 2250 0002 3871 8279	The Honorable Marsha Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.50									\$1.55
7009 2250 0002 3871 8280	The Honorable Marsha Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.50									\$1.55
7009 2250 0002 3871 8293	The Honorable Marsha Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.50									\$1.55
7009 2250 0002 3871 8307	The Honorable Marsha Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.50									\$1.55
7009 2250 0002 3871 8311	The Honorable Marsha Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.50									\$1.55
7009 2250 0002 3871 8323	The Honorable Marsha Farney Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.50									\$1.55
Total number of pieces listed by sender		Total number of pieces received at office		Postmaster: Per (name of receiving employer)								

Name and address of sender  
 Goodwill Industries  
 of Central Texas  
 1015 Meenwood Park Blvd  
 Austin, TX 78753

Track type of mail or meter  
 Certified  
 COO  
 Return Confirmation  
 Insured

Additional services  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation  
 Restricted Delivery (International)  
 Signature Confirmation  
 Return Receipt for Merchandise  
 Signature Confirmation

Additional services  
 Certificate of Mailing  
 Return Receipt for Merchandise  
 Postmark and Date of Receipt

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:06 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718255

This is a post-only message. Please do not respond.  
 Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.  
 Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718255

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.  
 For more information, or if you have additional questions on Track & Confirm services and features, please visit the  
 Frequently Asked Questions (FAQs) section of our Track & Confirm site at  
<http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:19 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718315

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718316

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:19 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718309

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718309

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:20 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718293

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718293

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:20 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718286

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718286

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:26 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718347

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718347

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:26 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718330

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718330

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

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Name and Address of Sender	Article Number	Address (Please Print, City, State & Zip)	Postage	Fee	Handling Charge	Postage & Fee Total	Postmark and Date of Receipt	Postmark and Date of Receipt	Postmark and Date of Receipt	Postmark and Date of Receipt	Postmark and Date of Receipt	Postmark and Date of Receipt
Goodwill Industries of Central Texas 1815 Woodrow Park Blvd Austin, TX 78733	7009 2250 0002 3873 8330	The Honorable Kirk Watson Texas State Senator P.O. Box 12068 Austin, TX 78711	\$4.69	\$3.30		\$7.99						
	7009 2250 0002 3873 8347	The Honorable Kirk Watson Texas State Senator P.O. Box 12068 Austin, TX 78711	\$4.69	\$3.30		\$7.99						
	7009 2250 0002 3873 8354	The Honorable Kirk Watson Texas State Senator P.O. Box 12068 Austin, TX 78711	\$4.69	\$3.30		\$7.99						
	7009 2250 0002 3873 8353	The Honorable Kirk Watson Texas State Senator P.O. Box 12068 Austin, TX 78711	\$4.69	\$3.30		\$7.99						
	7009 2250 0002 3873 8370	The Honorable Kirk Watson Texas State Senator P.O. Box 12068 Austin, TX 78711	\$4.69	\$3.30		\$7.99						
	7009 2250 0002 3873 8385	The Honorable Kirk Watson Texas State Senator P.O. Box 12068 Austin, TX 78711	\$4.69	\$3.30		\$7.99						

Insured  
 Registered Overseas (International)  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation  
 Signature Confirmation

Certified  
 COO  
 Delivery Confirmation  
 Express Mail  
 Insured

Registered Overseas (International)  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation

Affix Stamp Here  
 (If used as a postage or fee additional copies of this bill)  
 Postmark and Date of Receipt

Total number of Pieces Selected at Post Office: 6  
 Total number of Pieces Selected at Retail Post Office: 6  
 Postmark: (Per Office of receiving employees)

Austin, TX 78711  
 MAR 24 2014  
 10:00 AM

Formatted by Automated Data

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:18 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718323

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718323

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scuggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:19 PM  
 To: Vanessa Scuggs  
 Subject: USPS Shipment Info for 70092250000238718385

This is a post-only message. Please do not respond.

Vanessa Scuggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718385

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

2

**Vanessa Scuggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:20 PM  
 To: Vanessa Scuggs  
 Subject: USPS Shipment Info for 70092250000238718378

This is a post-only message. Please do not respond.

Vanessa Scuggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718378

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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8

**Vanessa Scuggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:24 PM  
 To: Vanessa Scuggs  
 Subject: USPS Shipment Info for 70092250000238718361

This is a post-only message. Please do not respond.

Vanessa Scuggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718361

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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7

**Vanessa Scuggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:24 PM  
 To: Vanessa Scuggs  
 Subject: USPS Shipment Info for 70092250000238718354

This is a post-only message. Please do not respond.

Vanessa Scuggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718354

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Label Number	Address	Postage	Fee	Handling Charge	Actual Weight	Insured Value	DC	SC	SI	RI	RT
7009 2250 0002 3871 8439	The Honorable Lamy Gonzales Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$1.30								
7009 2250 0002 3871 8439	The Honorable Lamy Gonzales Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$1.30								
7009 2250 0002 3871 8439	The Honorable Lamy Gonzales Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$1.30								
7009 2250 0002 3871 8439	The Honorable Lamy Gonzales Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$1.30								
7009 2250 0002 3871 8439	The Honorable Lamy Gonzales Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$1.30								
7009 2250 0002 3871 8439	The Honorable Lamy Gonzales Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$1.30								
7009 2250 0002 3871 8439	The Honorable Lamy Gonzales Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$1.30								
7009 2250 0002 3871 8439	The Honorable Lamy Gonzales Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$1.30								
7009 2250 0002 3871 8439	The Honorable Lamy Gonzales Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$1.30								

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:11 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718439

This is a post-only message. Please do not respond.  
 Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.  
 Current Track & Confirm e-mail information provided by the U.S. Postal Service.  
 Label Number: 7009225000238718439  
 Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:35 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.  
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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:12 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718422

This is a post-only message. Please do not respond.  
 Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.  
 Current Track & Confirm e-mail information provided by the U.S. Postal Service.  
 Label Number: 7009225000238718422  
 Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:35 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.  
 For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**  
 From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:11 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718446

This is a post-only message. Please do not respond.  
 Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.  
 Current Track & Confirm e-mail information provided by the U.S. Postal Service.  
 Label Number: 7009225000238718446  
 Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:35 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.  
 For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:16 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718460

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718460

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:15 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718477

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718477

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:14 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718477

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718477

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:14 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718484

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718484

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:33 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718514

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718514

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Address Number	Address (Name, Street, City, State & Zip)	Package	Rate	Tracking Charge	Actual Weight (Pounds)	Insurance Value	TC Fee	SC Fee	SH Fee	NO Fee	RM Fee
1	The Honorable Larry Gonzalez Texas State Representative P.O. Box 2910 Austin, TX 78708	\$0.69	\$3.30								
2	The Honorable Tony Dale Texas State Representative P.O. Box 2910 Austin, TX 78708	\$0.69	\$3.30								
3	The Honorable Tony Dale Texas State Representative P.O. Box 2910 Austin, TX 78708	\$0.69	\$3.30								
4	The Honorable Tony Dale Texas State Representative P.O. Box 2910 Austin, TX 78708	\$0.69	\$3.30								
5	The Honorable Tony Dale Texas State Representative P.O. Box 2910 Austin, TX 78708	\$0.69	\$3.30								
6	The Honorable Tony Dale Texas State Representative P.O. Box 2910 Austin, TX 78708	\$0.69	\$3.30								
Total number of Pieces Office Used by Sender: 6 Total number of Pieces Received at Unit: 6 (Indicates pieces of recycling equipment)											

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:13 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718507

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718507

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:14 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718491

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718491

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 2:31 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718552

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718552

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/tracksandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 2:32 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718545

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718545

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/tracksandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 2:32 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718538

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718538

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 2:33 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718521

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718521

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 12:52 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238718513

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718513

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 12:51 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238718506

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718506

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 12:51 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238718590

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718590

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 12:49 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238718583

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718583

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:02 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:30 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718668

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718668

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:29 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718675

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718675

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:29 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:29 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718682

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718682

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

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Item Number	Address (Name, Street, City, State & ZIP)	Package	Fee	Stamping Charge	Actual Value of Insured	Insured Value	DC Fee	CF Fee	SI Fee	SD Fee	RT Fee
1	The Honorable Danna Campbell Texas State Senator P.O. Box 12088 Austin, TX 78711	\$6.69	\$3.90								
2	The Honorable Danna Dupes Texas State Representative P.O. Box 29109 Austin, TX 78709	\$9.69	\$3.90								
3	The Honorable Danna Dupes Texas State Representative P.O. Box 2910 Austin, TX 78708	\$6.69	\$3.90								
4	The Honorable Henry Hildebran Texas State Representative P.O. Box 2910 Austin, TX 78708	\$6.69	\$3.90								
5	The Honorable Henry Hildebran Texas State Representative P.O. Box 2910 Austin, TX 78708	\$6.69	\$3.90								
6	The Honorable Harvey Hildebran Texas State Representative P.O. Box 2910 Austin, TX 78708	\$6.69	\$3.90								
Total number of pieces listed by sender: 6		Total number of pieces received at unit: 6		Postmaster: Fee (Amount of refunding employed):							

After Stamp Here  
 (Indicate a mailing or an additional piece of mail)  
 Postmark and Date of Receipt



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 12:48 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718743

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718743

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:31 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718644

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718644

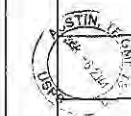
Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 12, 2014 8:24 am
Arrival at Unit	AUSTIN, TX 78711	March 12, 2014 8:24 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Article Number	Address (House, Street, City, State & Zip)	Package	Fee	Handling Charge	Account #	Unit #	IC	DC	SI	PS	OT
1	The Honorable Judith Zaffirni Texas State Senator P.O. Box 12088 Austin, TX 78711	\$0.69	\$3.30								
2	The Honorable Judith Zaffirni Texas State Senator P.O. Box 12088 Austin, TX 78711	\$0.69	\$3.30								
3	The Honorable Judith Zaffirni Texas State Senator P.O. Box 12088 Austin, TX 78711	\$0.69	\$3.30								
4	The Honorable Judith Zaffirni Texas State Senator P.O. Box 12088 Austin, TX 78711	\$0.69	\$3.30								
5	The Honorable Judith Zaffirni Texas State Senator P.O. Box 12088 Austin, TX 78711	\$0.69	\$3.30								
6	The Honorable Judith Zaffirni Texas State Senator P.O. Box 12088 Austin, TX 78711	\$0.69	\$3.30								



Printed by: Vanessa Scruggs

Send and Address of Sender: Goodwill Industries of Central Texas, 1015 Monwood Park Blvd, Austin TX 78733

Check type of mail or service:  Certified,  CO,  Delivery Confirmation,  Insured,  Registered,  Return Receipt for Merchandise,  Signature Confirmation

After Stamp Here: If received as a return receipt, enter the tracking number, code of business, Postmark, and Date of Receipt.

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:31 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718651

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718651

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 07, 2014 2:37 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718705

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718705

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 07, 2014 2:49 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718712

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718712

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 12:46 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718729

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718729

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 12:47 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718736

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718736

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:40 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718757

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718757

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:40 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718750

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718750

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 8:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Here and address of Sender:  Certified  Registered  Return Receipt for Merchandise  Signature Confirmation  Insured  Registered (overweight)

Product 13 2nd class or Certified or Certified Return Receipt for Merchandise 1415 Business Rate 5147 Austin TX 78753

Check here if mail or service:  Certified  Registered  Return Receipt for Merchandise  Signature Confirmation  Insured

After Stamp (Free if used as a mailing or for additional postage on the back) Postmark and Date of Receipt

Article Number	Address (Name, Street, City, State & Zip)	Postage	Fee	Handling Charge	Postage & Fee	Insured Value	DC Fee	K Fee	S1 Fee	80 Fee	88 Fee
1	The Honorable Aludis Zafrahi Texas State Senator P.O. Box 12085 Austin, TX 78711	\$0.69	\$1.30		\$1.99						
2	The Honorable Gemmie Morrison Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$1.30		\$1.99						
3	The Honorable Gerardo Morrison Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$1.30		\$1.99						
4	The Honorable Gemmie Morrison Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$1.30		\$1.99						
5	The Honorable Gerardo Morrison Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$1.30		\$1.99						

Total number of pieces received at Post Office: 7

Total number of pieces received at Post Office: 7

Postmark: MAR 21 10 48 AM '14

Postage & Fee: \$1.95

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 07, 2014 2:43 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718699

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718699

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 8:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>





**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 1:48 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718859

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718859

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

3

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 1:49 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718842

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718842

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

2

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 1:50 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718835

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718835

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

1

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 1:51 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718828

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718828

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

33

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:06 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718910

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718910

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:25 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:06 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718927

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718927

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 1:02 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718866

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718866

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:25 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Here is the address of sender:  
 1018 Rosewood Park Blvd  
 Austin, TX 78753

Check type of mail or service:  
 Certified  
 Registered  
 Delivery Confirmation  
 Certified Mail™  
 Insured

Address (from street, city, state & zip):  
 The Honorable Jimmie Don Aycock  
 Texas State Representative  
 P.O. Box 2910  
 Austin, TX 78768

Record delivery information:  
 Registered  
 Signature Confirmation  
 Signature Confirmation

Apply Stamp Here  
 (indicated by number of mailing, or for additional Postnet and Postnet and Date of Receipt)

Address	Postage	Fee	Handling Charge	Actual Value	Insured Value	DC Fee	SC Fee	SI Fee	BD Fee	Total
1 The Honorable Jimmie Don Aycock Texas State Representative P.O. Box 2910 Austin, TX 78768	\$4.69	\$3.20								\$7.89
2 The Honorable Jimmie Don Aycock Texas State Representative P.O. Box 2910 Austin, TX 78768	\$4.69	\$3.20								\$7.89
3 The Honorable Jimmie Don Aycock Texas State Representative P.O. Box 2910 Austin, TX 78768	\$4.69	\$3.20								\$7.89
4 The Honorable Right Sheffield Texas State Representative P.O. Box 2910 Austin, TX 78768	\$4.69	\$3.20								\$7.89
5 The Honorable Right Sheffield Texas State Representative P.O. Box 2910 Austin, TX 78768	\$4.69	\$3.20								\$7.89
6 The Honorable Robert Duncan Texas State Senator P.O. Box 12088 Austin, TX 78711	\$4.69	\$3.20								\$7.89

Total number of pieces: 6  
 Total number of pieces received at Post Office: 6

Postmark: AUSTIN, TX 03/21/14

Formulated by Machine Date

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:10 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718880

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718880

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:10 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718873

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718873

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:09 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718897

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718897

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:09 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238718903

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718903

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:03 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718989

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718989

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:04 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718985

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718985

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Items and Address of Sender

Origin: 1018 Macropoint Park Blvd, Austin, TX 78738

Check type of mail or service:

Certified  
 Registered Mail™  
 Signature Confirmation™  
 Registered Delivery (International)  
 Return Receipt for Merchandise  
 Signature Confirmation

Address Stamp Here (If placed on a postage meter, no additional postage is required. Postmark and Date of Receipt)

Item Number	Address (Name, Street, City, State & Zip)	Postage	Fee	Insurance Charge	Insurance (Amount/Date of Receipt)	Insured Value	Insured Fee	SG Fee	BT Fee	RT Fee
1	The Honorable Celia Israel Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.30							\$3.35
2	The Honorable Celia Israel Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.30							\$3.35
3	The Honorable Celia Israel Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.30							\$3.35
4	The Honorable Donna Howard Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.30							\$3.35
5	The Honorable Donna Howard Texas State Representative P.O. Box 2910 Austin, TX 78768	\$0.69	\$3.30							\$3.35

Total number of pieces: 5  
 Total number of pieces required to fill container: 5  
 Total weight of container (including container): 1.00 lbs

Formulated by Business Development

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 2:03 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238718972

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238718972

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:28 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 1:56 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238719023

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718023

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 1:58 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238719016

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718016

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 1:59 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238719009

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718009

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 2:00 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238718996

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238718996

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 1:00 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238719054

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238719054

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 1:54 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238719047

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238719047

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Article Number	Address (Name, Street, City, State & Zip)	Postage	Fee	Handling Charge	Actual Unit if Requested	Weight (lb)	Volume (cu in)	Rate
1	The Honorable Paul Workman Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30					\$3.99
2	The Honorable Paul Workman Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30					\$3.99
3	The Honorable Paul Workman Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30					\$3.99
4	The Honorable Paul Workman Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30					\$3.99
5	The Honorable Eddie Rodriguez Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30					\$3.99
6	The Honorable Eddie Rodriguez Texas State Representative P.O. Box 2910 Austin, TX 78788	\$0.69	\$3.30					\$3.99

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 1:55 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238719030

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238719030

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 12:56 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238719092

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238719092

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 12:58 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238719085

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238719085

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 12:59 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238719078

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238719078

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 1:00 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70092250000238719061

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238719061

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 10, 2014 8:33 am
Available for Pickup	AUSTIN, TX 78711	March 10, 2014 8:26 am
Arrival at Unit	AUSTIN, TX 78711	March 10, 2014 7:35 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 11:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:27 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293108

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293108

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	CUERO, TX 77954	March 17, 2014 10:33 am
Notice Left (Business Closed)	CUERO, TX 77954	March 8, 2014 8:33 am
Arrival at Unit	CUERO, TX 77954	March 8, 2014 8:14 am
Processed through USPS Sort Facility	CORPUS CHRISTI, TX 78489	March 7, 2014 11:58 pm
Depart USPS Sort Facility	CORPUS CHRISTI, TX 78489	March 7, 2014
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:28 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293092

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293092

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	COUPLAND, TX 78616	March 7, 2014 8:42 am
Out for Delivery	COUPLAND, TX 78616	March 7, 2014 7:58 am
Sorting Complete	COUPLAND, TX 78616	March 7, 2014 7:48 am
Arrival at Unit	COUPLAND, TX 78616	March 7, 2014 7:48 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:35 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:29 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293085

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293085

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	BURNET, TX 78611	March 7, 2014 3:38 pm
Arrival at Unit	BURNET, TX 78611	March 7, 2014 8:11 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:54 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Handwritten form with tracking details and checkboxes. Includes a circular postmark from Austin, TX dated MAR 17 2014.

Article Number	Address (Print, Street, City, State & Zip)	Product	Fee	Handling Charge	Actual Value	Insured Value	QC Fee	SC Fee	SI Fee	TD Fee	TS Fee
7012 3460 0003 2129 3085	Austin ISD 1111 W. 6th Street Austin, TX 78703	\$0.60	\$3.00								
7012 3460 0003 2129 3076	Bastrop ISD 906 Farm Street Bastrop, TX 78602	\$0.60	\$3.00								
7012 3460 0003 2129 3085	Burnet CISD 208 E. Brier Burnet, TX 78611	\$0.60	\$3.00								
7012 3460 0003 2129 3092	Coupland ISD P.O. Box 217 Coupland, TX 78615	\$0.60	\$3.00								
7012 3460 0003 2129 3100	Queen ISD 920 E. Broadway Street Queen, TX 77954	\$0.60	\$3.00								
7012 3460 0003 2129 3115	Del Valle ISD 5301 Ross Road Del Valle, TX 78617	\$0.60	\$3.00								

Postmark: AUSTIN, TX 78703 MAR 17 2014

Address and Address of Sender	Address (Street, City, State, ZIP)	Package Type	Weight	Dimensions	Postage	Insurance	Signature Confirmation	Tracking	Postmark	Postmark Date	Postmark Time	Postmark Location
7012 3H4D 0003 2129 3122	Dine Box ISD P.O. Drawer 157 Dine Box, TX 22219	Certified	5.65	13.00	\$1.35							
7012 3H4D 0003 2129 3129	Doss Consolidated CSD 11431 Ranch Rd 648 Doss, TX 78616-0116	Registered	5.65	13.00	\$1.35							
7012 3H4D 0003 2129 3145	Dipping Springs ISD 510 W. Keller St Dipping Springs, TX 78620	Registered	5.65	13.00	\$1.35							
7012 3H4D 0003 2129 3153	Eanes ISD 801 Camp Creek Road Austin, TX 78746	Registered	5.65	13.00	\$1.35							
7012 3H4D 0003 2129 3160	Egon ISD 1000 North Avenue C Egon, TX 78621	Registered	5.65	13.00	\$1.35							
7012 3H4D 0003 2129 3177	Ezell ISD 20500 FM 534 Haldesville, TX 77864	Registered	5.65	13.00	\$1.35							

Address and Address of Sender  
 Certified  
 Registered  
 Signature Confirmation  
 Tracking  
 Postmark  
 Postmark Date  
 Postmark Time  
 Postmark Location

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:30 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293061

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293081

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78703	March 7, 2014 3:00 pm
Out for Delivery	AUSTIN, TX 78703	March 7, 2014 9:17 am
Sorting Complete	AUSTIN, TX 78703	March 7, 2014 9:07 am
Arrival at Unit	AUSTIN, TX 78703	March 7, 2014 5:47 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 11:18 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:29 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293078

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293078

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	BASTROP, TX 78602	March 7, 2014 8:02 am
Available for Pickup	BASTROP, TX 78602	March 7, 2014 7:01 am
Arrival at Unit	BASTROP, TX 78602	March 7, 2014 6:55 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 12:34 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:27 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293115

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293115

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	OEL VALLE, TX 78617	March 7, 2014 11:24 am
Out for Delivery	DEL VALLE, TX 78617	March 7, 2014 8:36 am
Sorting Complete	DEL VALLE, TX 78617	March 7, 2014 8:26 am
Arrival at Unit	DEL VALLE, TX 78617	March 7, 2014 7:52 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 12:34 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:03 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70123460000321293153

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293153

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78746	March 7, 2014 1:51 pm
Out for Delivery	AUSTIN, TX 78704	March 7, 2014 8:30 am
Sorting Complete	AUSTIN, TX 78704	March 7, 2014 8:20 am
Arrival at Unit	AUSTIN, TX 78704	March 7, 2014 6:05 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 10:33 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:04 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70123460000321293146

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293146

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	DRIPPING SPRINGS, TX 78620	March 19, 2014 8:50 am
Available for Pickup	DRIPPING SPRINGS, TX 78620	March 7, 2014 11:10 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:37 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:04 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70123460000321293139

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293139

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	DOSS, TX 78818	March 7, 2014 12:40 pm
Available for Pickup	DOSS, TX 78818	March 7, 2014 11:28 am
Sorting Complete	DOSS, TX 78818	March 7, 2014 11:08 am
Arrival at Unit	DOSS, TX 78818	March 7, 2014 11:04 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:37 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:04 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70123460000321293122

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293122

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	DIME BOX, TX 77853	March 12, 2014 1:05 pm
Available for Pickup	DIME BOX, TX 77853	March 8, 2014 9:07 am
Arrival at Unit	DIME BOX, TX 77853	March 8, 2014 8:48 am
Processed through USPS Sort Facility	HOUSTON, TX 77032	March 8, 2014 1:53 am
Processed through USPS Sort Facility	NORTH HOUSTON, TX 77315	March 7, 2014 11:40 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Name and Address of Sender  
 00000111 Zuluherliche  
 2015 Rockwood Park 2194  
 Austella, TX 79723

Check type of mail or service:  
 Certified  
 CDM  
 Delivery Confirmation  
 Insured

Registered Delivery (International)  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation

After Stamp Here  
 If used as a return receipt, attach to the original copy of this mail.  
 Postmark and Date of Receipt

Article Number	Address (Name, Street, City, State & Zip)	Postage	Tax	Insurance Charge	Actual Value of Item	Insured Value	DC Fee	SC Fee	SI Fee	UI Fee	OT Fee	
1	Psychotics ISD P.O. Box 129 Fayetteville, TX 77940	\$0.89	\$3.30									\$1.35
2	Flaholia ISD P.O. Box 189 Flaholia, TX 78941	\$0.89	\$3.30									\$1.35
3	Georgetown ISD 300 North Colorado Georgetown, TX 78633	\$0.89	\$3.30									\$1.35
4	Hay's Consolidated ISD 21003 Interstate 35 Kyle, TX 78940	\$0.89	\$3.30									\$1.35
5	Hutto ISD 200 College Street Hutto, TX 78634	\$0.89	\$3.30									\$1.35
6	Jarrell ISD 312 N. 9th Street Jarrell, TX 76857	\$0.89	\$3.30									\$1.35

Total number of Pieces: 6  
 Total number of Pieces Shipped at this Office: 6  
 Labelled by Sender: T/M

Formed by Machine Date

Name and Address of Sender  
 00000111 Zuluherliche  
 2015 Rockwood Park 2194  
 Austella, TX 79723

Check type of mail or service:  
 Certified  
 CDM  
 Delivery Confirmation  
 Insured

Registered Delivery (International)  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation

After Stamp Here  
 If used as a return receipt, attach to the original copy of this mail.  
 Postmark and Date of Receipt

Article Number	Address (Name, Street, City, State & Zip)	Postage	Tax	Insurance Charge	Actual Value of Item	Insured Value	DC Fee	SC Fee	SI Fee	UI Fee	OT Fee	
1	Johnson City ISD P.O. Box 489 Johnson City, TX 78638	\$0.89	\$3.30									\$1.35
2	La Grange ISD 580 N. Monroe St. La Grange, TX 78945	\$0.89	\$3.30									\$1.35
3	Lago Vista ISD P.O. Box 4829 Lago Vista, TX 78845	\$0.89	\$3.30									\$1.35
4	Lake Travis ISD 3322 Ranch Road 620 South Austin, TX 78738	\$0.89	\$3.30									\$1.35
5	Leander ISD P.O. Box 218 Leander, TX 78646-0218	\$0.89	\$3.30									\$1.35
6	Liberty Hill ISD 4000 W. Highway 29 Liberty Hill, TX 78942	\$0.89	\$3.30									\$1.35

Total number of Pieces: 6  
 Total number of Pieces Shipped at this Office: 6  
 Labelled by Sender: T/M

Formed by Machine Date

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:01 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293177

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293177

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	HALLETTSVILLE, TX 77984	March 17, 2014 12:12 pm
Notice Left (Business Closed)	HALLETTSVILLE, TX 77984	March 10, 2014 8:27 am
Notice Left (Business Closed)	HALLETTSVILLE, TX 77984	March 8, 2014 11:01 am
Arrival at Unit	HALLETTSVILLE, TX 77984	March 8, 2014 8:15 am
Processed through USPS Sort Facility	CORPUS CHRISTI, TX 78469	March 7, 2014 9:58 pm
Depart USPS Sort Facility	CORPUS CHRISTI, TX 78469	March 7, 2014
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:02 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293160

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293160

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	ELGIN, TX 78621	March 7, 2014 12:32 pm
Out for Delivery	ELGIN, TX 78621	March 7, 2014 8:08 am
Sorting Complete	ELGIN, TX 78621	March 7, 2014 7:58 am
Arrival at Unit	ELGIN, TX 78621	March 7, 2014 7:42 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:51 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:29 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321293276

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293276

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78734	March 7, 2014 11:55 am
Arrival at Unit	AUSTIN, TX 78734	March 7, 2014 9:27 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:17 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:30 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321293269

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293269

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	LEANDER, TX 78845	March 13, 2014 11:19 am
Available for Pickup	LEANDER, TX 78845	March 7, 2014 9:22 am
Arrival at Unit	LEANDER, TX 78845	March 7, 2014 8:21 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:54 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:30 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321293252

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293252

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	LA GRANGE, TX 78945	March 7, 2014 10:13 am
Available for Pickup	LA GRANGE, TX 78945	March 7, 2014 7:31 am
Arrival at Unit	LA GRANGE, TX 78945	March 7, 2014 7:15 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:48 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:31 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321293245

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293245

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	JOHNSON CITY, TX 78636	March 7, 2014 10:40 am
Available for Pickup	JOHNSON CITY, TX 78636	March 7, 2014 7:18 am
Arrival at Unit	JOHNSON CITY, TX 78636	March 7, 2014 7:18 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:37 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:45 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293181

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293181

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	FLATONIA, TX 78941	March 7, 2014 9:47 am
Available for Pickup	FLATONIA, TX 78941	March 7, 2014 9:05 am
Arrival at Unit	FLATONIA, TX 78941	March 7, 2014 8:21 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:13 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:45 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293184

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293184

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	FAYETTEVILLE, TX 78940	March 7, 2014 9:48 am
Sorting Complete	FAYETTEVILLE, TX 78940	March 7, 2014 9:05 am
Available for Pickup	FAYETTEVILLE, TX 78940	March 7, 2014 7:37 am
Arrival at Unit	FAYETTEVILLE, TX 78940	March 7, 2014 7:20 am
Processed at USPS Origin Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:48 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Acceptance	AUSTIN, TX 78714	March 6, 2014 4:07 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:29 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293290

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293290

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	LIBERTY HILL, TX 78642	March 7, 2014 11:25 am
Out for Delivery	LIBERTY HILL, TX 78642	March 7, 2014 8:41 am
Sorting Complete	LIBERTY HILL, TX 78642	March 7, 2014 8:31 am
Arrival at Unit	LIBERTY HILL, TX 78642	March 7, 2014 7:17 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 10:12 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:29 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293290

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293290

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	LIBERTY HILL, TX 78642	March 7, 2014 11:25 am
Out for Delivery	LIBERTY HILL, TX 78642	March 7, 2014 8:41 am
Sorting Complete	LIBERTY HILL, TX 78642	March 7, 2014 8:31 am
Arrival at Unit	LIBERTY HILL, TX 78642	March 7, 2014 7:17 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 10:12 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:43 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293238

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293238

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	JARRELL, TX 78537	March 7, 2014 9:37 am
Sorting Complete	JARRELL, TX 78537	March 7, 2014 8:22 am
Arrival at Unit	JARRELL, TX 78537	March 7, 2014 8:17 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:25 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:43 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293221

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293221

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	HUTTO, TX 78634	March 7, 2014 10:43 am
Out for Delivery	HUTTO, TX 78634	March 7, 2014 9:11 am
Sorting Complete	HUTTO, TX 78634	March 7, 2014 9:01 am
Arrival at Unit	HUTTO, TX 78634	March 7, 2014 8:38 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:35 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:44 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293214

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293214

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:38 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:44 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293207

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293207

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	GRANGER, TX 76630	March 7, 2014 10:17 am
Available for Pickup	GRANGER, TX 76630	March 7, 2014 10:01 am
Arrival at Unit	GRANGER, TX 76630	March 7, 2014 10:00 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 12:39 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 10:12 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:27 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293320

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293320

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	MANOR, TX 78653	March 7, 2014 10:57 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 2:38 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:38 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:27 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293313

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293313

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	LOCKHART, TX 78644	March 7, 2014 9:36 am
Out for Delivery	LOCKHART, TX 78644	March 7, 2014 7:40 am
Sorting Complete	LOCKHART, TX 78644	March 7, 2014 7:30 am
Arrival at Unit	LOCKHART, TX 78644	March 7, 2014 7:15 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 2:04 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:28 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293306

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293306

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	LLANO, TX 78643	March 7, 2014 11:16 am
Out for Delivery	LLANO, TX 78643	March 7, 2014 9:10 am
Sorting Complete	LLANO, TX 78643	March 7, 2014 9:00 am
Arrival at Unit	LLANO, TX 78643	March 7, 2014 8:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:42 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Home and Address of Sender: Goodwill Industries of Central Texas, 2015 Reynolds Park Blvd, Austin, TX 78733

Check type of mail or service:  Certified,  GDS,  Registered,  Return Receipt for Merchandise,  Signature Confirmation,  Insured Mail,  Special Confirmation,  Insured

Address (Name, Street, City, State & Zip):

Address	Package	Rate	Insurance	Postmark	Date of Receipt
1. Llano ISD, 1400 Oakman St, Llano, TX 78643	\$0.89	\$3.20			
2. Lockhart ISD, 105 S Colorado, Lockhart, TX 78644	\$0.89	\$1.89			
3. Manor ISD, 10355 US HWY 290 E., Manor, TX 78653	\$0.89	\$3.30			
4. Marble Falls ISD, 1800 Collin Circle, Marble Falls, TX 78654	\$0.89	\$1.89			
5. Plugerville ISD, 1401 W. Pickett, Plugerville, TX 78660	\$0.89	\$3.30			
6. Round Rock ISD, 1311 Round Rock Avenue, Round Rock, TX 78681	\$0.89	\$3.80			

Total number of pieces listed by sender: 6  
 Total number of pieces scanned at Post Office: 6  
 Percentage of pieces scanned at Post Office: 100%

Postmarked by: Austin, TX 78710, MAR 21 2014, 10:59 AM, 1285

Postage by: 1285

Additional Stamp Note: If used as a return receipt, or for additional postage, please contact the Postmark and Date of Receipt.



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:25 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293351

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm Information, as shown below.  
 Current Track & Confirm e-mail Information provided by the U.S. Postal Service.

Label Number: 70123460000321293351

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	ROUND ROCK, TX 78851	March 7, 2014 10:53 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 12:42 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Item and Address of Sender	Check type of mail or service:	Additional Services	After Stamp Here
1 7012 3460 0003 2129 3351 Round Top-Canning ISD P.O. Box 385 Canning, TX 78932	<input checked="" type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> 1st Business Day Delivery <input type="checkbox"/> Signature Confirmation <input type="checkbox"/> Insured	<input type="checkbox"/> Restricted Delivery (International) <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Signature Confirmation	Place a stamp here or use a postage meter. Attach postage meter label or a label from Postal Service. Attach Receipt and Date of Receipt.
2 7012 3460 0003 2129 3375 Saulsbury ISD 821 North Street Saulsbury, TX 78956	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> 1st Business Day Delivery <input type="checkbox"/> Signature Confirmation <input type="checkbox"/> Insured	<input type="checkbox"/> Restricted Delivery (International) <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Signature Confirmation	Place a stamp here or use a postage meter. Attach postage meter label or a label from Postal Service. Attach Receipt and Date of Receipt.
3 7012 3460 0003 2129 3382 Shiner ISD P.O. Box 804 Shiner, TX 77984	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> 1st Business Day Delivery <input type="checkbox"/> Signature Confirmation <input type="checkbox"/> Insured	<input type="checkbox"/> Restricted Delivery (International) <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Signature Confirmation	Place a stamp here or use a postage meter. Attach postage meter label or a label from Postal Service. Attach Receipt and Date of Receipt.
4 7012 3460 0003 2129 3399 Smithville ISD P.O. Box 479 Smithville, TX 78957	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> 1st Business Day Delivery <input type="checkbox"/> Signature Confirmation <input type="checkbox"/> Insured	<input type="checkbox"/> Restricted Delivery (International) <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Signature Confirmation	Place a stamp here or use a postage meter. Attach postage meter label or a label from Postal Service. Attach Receipt and Date of Receipt.
5 7012 3460 0003 2129 3405 Speed Home ISD P.O. Box 326 Speed Home, TX 77887	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> 1st Business Day Delivery <input type="checkbox"/> Signature Confirmation <input type="checkbox"/> Insured	<input type="checkbox"/> Restricted Delivery (International) <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Signature Confirmation	Place a stamp here or use a postage meter. Attach postage meter label or a label from Postal Service. Attach Receipt and Date of Receipt.
6 7012 3460 0003 2129 3412 Taylor ISD 3101 North Main Street #104 Taylor, TX 76784	<input type="checkbox"/> Certified <input type="checkbox"/> CO <input type="checkbox"/> 1st Business Day Delivery <input type="checkbox"/> Signature Confirmation <input type="checkbox"/> Insured	<input type="checkbox"/> Restricted Delivery (International) <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Signature Confirmation	Place a stamp here or use a postage meter. Attach postage meter label or a label from Postal Service. Attach Receipt and Date of Receipt.
Total number of pieces: 6 Total number of pieces returned: 0 Total number of pieces returned to sender: 0			

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:26 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293344

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.  
 Current Track & Confirm e-mail Information provided by the U.S. Postal Service.

Label Number: 70123460000321293344

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	MARBLE FALLS, TX 78854	March 7, 2014 3:39 pm
Out for Delivery	MARBLE FALLS, TX 78854	March 7, 2014 9:05 am
Sorting Complete	MARBLE FALLS, TX 78854	March 7, 2014 8:55 am
Arrival at Unit	MARBLE FALLS, TX 78854	March 7, 2014 7:33 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:26 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293344

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.  
 Current Track & Confirm e-mail Information provided by the U.S. Postal Service.

Label Number: 70123460000321293344

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	PFLUGERVILLE, TX 78660	March 7, 2014 11:55 am
Out for Delivery	PFLUGERVILLE, TX 78660	March 7, 2014 10:30 am
Sorting Complete	PFLUGERVILLE, TX 78660	March 7, 2014 10:20 am
Arrival at Unit	PFLUGERVILLE, TX 78660	March 7, 2014 7:36 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 12:48 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:41 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293399

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293399

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SMITHVILLE, TX 78957	March 18, 2014 8:07 am
Available for Pickup	SMITHVILLE, TX 78957	March 7, 2014 8:04 am
Arrival at Unit	SMITHVILLE, TX 78957	March 7, 2014 7:45 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:48 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:42 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293382

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293382

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SHINER, TX 77984	March 10, 2014 9:40 am
Available for Pickup	SHINER, TX 77984	March 8, 2014 8:05 am
Arrival at Unit	SHINER, TX 77984	March 8, 2014 8:01 am
Processed through USPS Sort Facility	CORPUS CHRISTI, TX 78488	March 7, 2014 9:57 pm
Depart USPS Sort Facility	CORPUS CHRISTI, TX 78488	March 7, 2014
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:43 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293375

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293375

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SCHULENBURG, TX 78956	March 7, 2014 10:34 am
Arrival at Unit	SCHULENBURG, TX 78956	March 7, 2014 8:37 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:49 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:43 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293368

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293368

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	CARMINE, TX 76932	March 20, 2014 9:24 am
Available for Pickup	CARMINE, TX 76932	March 7, 2014 8:12 am
Arrival at Unit	CARMINE, TX 76932	March 7, 2014 8:12 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:13 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scroggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:07 PM  
 To: Vanessa Scroggs  
 Subject: USPS Shipment Info for 7012346000321293428

This is a post-only message. Please do not respond.

Vanessa Scroggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293428

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	THRALL, TX 76578	March 7, 2014 9:02 am
Out for Delivery	THRALL, TX 76578	March 7, 2014 7:48 am
Sorting Complete	THRALL, TX 76578	March 7, 2014 7:38 am
Arrival at Unit	THRALL, TX 76578	March 7, 2014 7:28 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:09 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scroggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:41 PM  
 To: Vanessa Scroggs  
 Subject: USPS Shipment Info for 7012346000321293412

This is a post-only message. Please do not respond.

Vanessa Scroggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293412

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	TAYLOR, TX 76574	March 7, 2014 12:26 pm
Out for Delivery	TAYLOR, TX 76574	March 7, 2014 8:07 am
Sorting Complete	TAYLOR, TX 76574	March 7, 2014 7:57 am
Arrival at Unit	TAYLOR, TX 76574	March 7, 2014 6:52 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:17 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Item and Address at Sender: Domestic Mail Restriction of Certified Mails 1015 Approved Bulk Mail Article No. 78773

Check type of mailer service:  Certified  COO  Delivery Confirmation  Return Receipt for Merchandise  Signature Confirmation  Registered Delivery (International)  Registered  Return Receipt for Merchandise  Signature Confirmation

After Stamp Here: (If used as a return receipt, please indicate order of mail and Postmark and Date of Receipt)

Article Number	Address (Name, Street, City, State & Zip)	Weight	Rate	Tracking Charge	Insurance Charge	Postage	Reg. Fee	CF Fee	SR Fee	SD Fee	Total
7012 3460 0003 2129 3428/1	THRALL ISD 201 S. Bonins Thrall, TX 76578	\$0.09	\$3.30								\$3.39
7012 3460 0003 2129 3428/2	Weslaco ISD 595 CR 182 Halleksville, TX 77964	\$0.09	\$3.30								\$3.39
7012 3460 0003 2129 3428/3	Weslaco ISD 201 US Hwy 90 West Weslaco, TX 76799	\$0.09	\$3.30								\$3.39
7012 3460 0003 2129 3428/4	Weslaco ISD 244 Lynch Weslaco, TX 77994	\$0.09	\$3.30								\$3.39
7012 3460 0003 2129 3428/5	Weslaco ISD 14401 Ranch Road 12 Weslaco, TX 77976	\$0.09	\$3.30								\$3.39
7012 3460 0003 2129 3428/6	Weslaco ISD 316 E. Gonzales St. Weslaco, TX 77995	\$0.09	\$3.30								\$3.39

Postmarked by Machine Date: 03/24/2014 11:00 AM

Postmarked by Machine Date

**Vanessa Scroggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:41 PM  
 To: Vanessa Scroggs  
 Subject: USPS Shipment Info for 7012346000321293405

This is a post-only message. Please do not respond.

Vanessa Scroggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293405

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SWEET HOME, TX 77667	March 11, 2014 9:02 am
Available for Pickup	SWEET HOME, TX 77667	March 8, 2014 8:24 am
Arrival at Unit	SWEET HOME, TX 77667	March 8, 2014 8:24 am
Depart USPS Sort Facility	CORPUS CHRISTI, TX 78469	March 7, 2014
Processed through USPS Sort Facility	CORPUS CHRISTI, TX 78469	March 7, 2014 2:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 2:04 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70123460000321293467

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293467

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	WIMBERLEY, TX 78676	March 7, 2014 10:17 am
Out for Delivery	WIMBERLEY, TX 78676	March 7, 2014 8:46 am
Sorting Complete	WIMBERLEY, TX 78676	March 7, 2014 8:38 am
Arrival at Unit	WIMBERLEY, TX 78676	March 7, 2014 7:56 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 2:13 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 2:05 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70123460000321293450

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293450

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	WESTHOFF, TX 77984	March 17, 2014 10:40 am
Available for Pickup	WESTHOFF, TX 77984	March 8, 2014 8:42 am
Arrival at Unit	CUERO, TX 77954	March 8, 2014 8:42 am
Processed through USPS Sort Facility	CORPUS CHRISTI, TX 78489	March 7, 2014 9:58 pm
Depart USPS Sort Facility	CORPUS CHRISTI, TX 78489	March 7, 2014
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 2:05 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70123460000321293443

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293443

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	WAELDER, TX 78959	March 7, 2014 9:29 am
Available for Pickup	WAELDER, TX 78959	March 7, 2014 7:47 am
Arrival at Unit	WAELDER, TX 78959	March 7, 2014 7:44 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:13 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 10:12 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 2:05 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70123460000321293435

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293438

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	HALLETTSVILLE, TX 77964	March 11, 2014 9:15 am
Notice Left	HALLETTSVILLE, TX 77964	March 10, 2014 12:47 pm
Notice Left (Business Closed)	HALLETTSVILLE, TX 77964	March 8, 2014 11:01 am
Arrival at Unit	HALLETTSVILLE, TX 77964	March 8, 2014 8:15 am
Processed through USPS Sort Facility	CORPUS CHRISTI, TX 78469	March 7, 2014 9:55 pm
Depart USPS Sort Facility	CORPUS CHRISTI, TX 78469	March 7, 2014
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:41 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293498

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293498

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	MC DADE, TX 78850	March 7, 2014 10:29 am
Out for Delivery	MC DADE, TX 78850	March 7, 2014 8:42 am
Sorting Complete	MC DADE, TX 78850	March 7, 2014 8:32 am
Arrival at Unit	MC DADE, TX 78850	March 7, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:51 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:41 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293481

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293481

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivery status not updated		March 7, 2014 11:51 pm
Out for Delivery	GEORGETOWN, TX 78626	March 7, 2014 9:51 am
Sorting Complete	GEORGETOWN, TX 78626	March 7, 2014 8:41 am
Arrival at Unit	GEORGETOWN, TX 78626	March 7, 2014 8:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 12:38 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:04 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293474

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293474

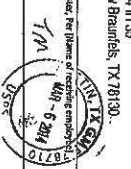
Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	YOAKUM, TX 77995	March 17, 2014 1:00 pm
Notice Left (Business Closed)	YOAKUM, TX 77995	March 8, 2014 8:38 am
Arrival at Unit	YOAKUM, TX 77995	March 8, 2014 8:31 am
Processed through USPS Sort Facility	CORPUS CHRISTI, TX 78468	March 7, 2014 11:20 pm
Depart USPS Sort Facility	CORPUS CHRISTI, TX 78468	March 7, 2014
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Address Number	Address	Postage	FIM	Handling Charge	Actual Value	Insured Value	OT Fee	SC Fee	SRT Fee	ROD Fee	MB Fee
1	Goodwill Industries of Central Texas 1015 Woodson Park Blvd Austin TX 78753	\$0.69	\$3.30								
2	Georgetown ISD 803 Lakeway Drive Georgetown, TX 78626	\$0.69	\$3.30								
3	McDade ISD 158 Magna Street McAdie, TX 78660	\$0.69	\$3.30								
4	Yorktown ISD P.O. Box 487 Yorktown, TX 78104	\$0.69	\$3.30								
5	Bartlett ISD P.O. Box 170 Bartlett, TX 78511	\$0.69	\$3.30								
6	Blanco ISD Administration 814 Edwards Street Blanco, TX 78806	\$0.69	\$3.30								
7	Comal ISD 1409 H St New Braunfels, TX 78130	\$0.69	\$3.30								



**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:38 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293535

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm Information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293535

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	NEW BRAUNFELS, TX 78130	March 17, 2014 10:34 am
Notice Left	NEW BRAUNFELS, TX 78130	March 8, 2014 10:35 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 1:14 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:39 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293528

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm Information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293528

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	BLANCO, TX 78606	March 7, 2014 11:21 am
Out for Delivery	BLANCO, TX 78608	March 7, 2014 8:16 am
Sorting Complete	BLANCO, TX 78608	March 7, 2014 8:08 am
Arrival at Unit	BLANCO, TX 78608	March 7, 2014 7:21 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:37 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:39 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293511

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm Information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293511

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	BARTLETT, TX 76511	March 7, 2014 1:00 pm
Available for Pickup	BARTLETT, TX 76511	March 7, 2014 8:37 am
Sorting Complete	BARTLETT, TX 76511	March 7, 2014 8:24 am
Arrival at Unit	BARTLETT, TX 76511	March 7, 2014 8:23 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 12:39 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:40 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293504

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm Information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293504

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	YORKTOWN, TX 78164	March 17, 2014 9:01 am
Available for Pickup	YORKTOWN, TX 78164	March 8, 2014 7:24 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 12:15 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>



Item and Address of Sender	Address	Address (From: Street, City, State ZIP)	Product	Rate	Handling Charge	Actual Date of Receipt	Board Value	DC Fee	SC Fee	SI Fee	SD Fee	TS Fee
7012 3440 0003 2129 3458 P.O. Box 9 Prairie Lea, TX 78961	7012 3440 0003 2129 3458	Prairie Lea, TX 78961	50.65	\$1.91								\$1.35
7012 3440 0003 2129 3458 Fordham ISD 500 North Broadway Hondheim, TX 78141	7012 3440 0003 2129 3458	Fordham ISD 500 North Broadway Hondheim, TX 78141	50.69	\$2.30								\$1.35
7012 3440 0003 2129 3458 Nikon-Simby CISD 800 North Rancisco Drive Nixon, TX 78140	7012 3440 0003 2129 3458	Nikon-Simby CISD 800 North Rancisco Drive Nixon, TX 78140	50.69	\$2.30								\$1.35
7012 3440 0003 2129 3458 Mason ISD 911 West College Ave Mason, TX 78956	7012 3440 0003 2129 3458	Mason ISD 911 West College Ave Mason, TX 78956	50.69	\$2.30								\$1.35
7012 3440 0003 2129 3458 Luling ISD 212 E. Bowie Street Luling, TX 78648	7012 3440 0003 2129 3458	Luling ISD 212 E. Bowie Street Luling, TX 78648	50.69	\$2.30								\$1.35
7012 3440 0003 2129 3458 Luling ISD 8731 N. Hwy 77 Lexington, TX 78947	7012 3440 0003 2129 3458	Luling ISD 8731 N. Hwy 77 Lexington, TX 78947	50.65	\$1.30								\$1.35

Item and Address of Sender

Product: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

Address (From: Street, City, State ZIP)

Product

Rate

Handling Charge

Actual Date of Receipt

Board Value

DC Fee

SC Fee

SI Fee

SD Fee

TS Fee

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:39 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293566

This is a post-only message. Please do not respond.  
 Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.  
 Current Track & Confirm e-mail information provided by the U.S. Postal Service.  
 Label Number: 70123460000321293566  
 Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	GIDDINGS, TX 78942	March 7, 2014 10:53 am
Arrival at Unit	GIDDINGS, TX 78942	March 7, 2014 7:31 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:13 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:38 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293542

This is a post-only message. Please do not respond.  
 Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.  
 Current Track & Confirm e-mail information provided by the U.S. Postal Service.  
 Label Number: 70123460000321293542  
 Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	FLORENCE, TX 76527	March 7, 2014 10:49 am
Available for Pickup	FLORENCE, TX 76527	March 7, 2014 7:18 am
Arrival at Unit	FLORENCE, TX 76527	March 7, 2014 7:16 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:29 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:39 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293559

This is a post-only message. Please do not respond.  
 Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.  
 Current Track & Confirm e-mail information provided by the U.S. Postal Service.  
 Label Number: 70123460000321293559  
 Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	FREDERICKSBURG, TX 78624	March 7, 2014 9:08 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:37 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.  
 For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>



**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:35 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 7012346000321293627

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293627

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	MASON, TX 76856	March 13, 2014 10:21 am
Available for Pickup	MASON, TX 76856	March 8, 2014 11:52 am
Arrival at Unit	MASON, TX 76856	March 8, 2014 11:52 am
Depart USPS Sort Facility	ABILENE, TX 79601	March 8, 2014
Processed through USPS Sort Facility	ABILENE, TX 79601	March 7, 2014 11:43 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:36 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 7012346000321293634

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293634

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	NIXON, TX 78140	March 14, 2014 8:41 am
Available for Pickup	NIXON, TX 78140	March 13, 2014 1:39 pm
Available for Pickup	NIXON, TX 78140	March 8, 2014 8:53 am
Arrival at Unit	NIXON, TX 78140	March 8, 2014 8:41 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 12:35 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:36 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 7012346000321293641

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293641

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	NORDHEIM, TX 79141	March 17, 2014 8:42 am
Available for Pickup	NORDHEIM, TX 78141	March 8, 2014 7:31 am
Arrival at Unit	NORDHEIM, TX 78141	March 8, 2014 7:31 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 11:56 pm
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 3:37 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 7012346000321293658

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293658

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	PRAIRIE LEA, TX 78661	March 8, 2014 8:41 am
Available for Pickup	PRAIRIE LEA, TX 78661	March 7, 2014 3:47 pm
Arrival at Unit	AUSTIN, TX 78710	March 7, 2014 3:47 pm
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:38 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:28 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293719

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293718

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78754	March 7, 2014 1:05 pm
Out for Delivery	AUSTIN, TX 78752	March 7, 2014 8:58 am
Sorting Complete	AUSTIN, TX 78752	March 7, 2014 9:48 am
Arrival at Unit	AUSTIN, TX 78752	March 7, 2014 6:12 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 10:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:29 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293702

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293702

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Unclaimed	AUSTIN, TX 78758	March 24, 2014 10:32 am
Available for Pickup	AUSTIN, TX 78757	March 15, 2014 2:49 pm
Notice Left (No Authorized Recipient Available)	AUSTIN, TX 78759	March 7, 2014 2:44 pm
Out for Delivery	AUSTIN, TX 78757	March 7, 2014 8:37 am
Sorting Complete	AUSTIN, TX 78757	March 7, 2014 8:37 am
Arrival at Unit	AUSTIN, TX 78757	March 7, 2014 7:43 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:33 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:30 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293696

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293696

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78741	March 7, 2014 2:18 pm
Out for Delivery	AUSTIN, TX 78744	March 7, 2014 9:20 am
Sorting Complete	AUSTIN, TX 78744	March 7, 2014 9:10 am
Arrival at Unit	AUSTIN, TX 78744	March 7, 2014 7:45 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:37 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:30 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293689

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293689

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	WEIMAR, TX 78962	March 7, 2014 10:10 am
Arrival at Unit	WEIMAR, TX 78962	March 7, 2014 8:39 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:48 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scroggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:57 PM  
 To: Vanessa Scroggs  
 Subject: USPS Shipment Info for 70123460000321293757

This is a post-only message. Please do not respond.

Vanessa Scroggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293757

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Processed through USPS Sort Facility	NORTH HOUSTON, TX 77315	March 24, 2014 11:37 am
Processed through USPS Sort Facility	NORTH HOUSTON, TX 77315	March 23, 2014 9:33 am
Unclaimed	TOMBALL, TX 77375	March 22, 2014 7:30 am
Notice Left (No Authorized Recipient Available)	TOMBALL, TX 77375	March 8, 2014 6:00 pm
Out for Delivery	TOMBALL, TX 77375	March 8, 2014 10:54 am
Sorting Complete	TOMBALL, TX 77375	March 8, 2014 10:44 am
Arrival at Unit	TOMBALL, TX 77375	March 8, 2014 8:45 am
Processed through USPS Sort Facility	HOUSTON, TX 77032	March 8, 2014 3:05 am
Depart USPS Sort Facility	NORTH HOUSTON, TX 77315	March 8, 2014
Processed through USPS Sort Facility	NORTH HOUSTON, TX 77315	March 7, 2014 6:53 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scroggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:58 PM  
 To: Vanessa Scroggs  
 Subject: USPS Shipment Info for 70123460000321293764

This is a post-only message. Please do not respond.

Vanessa Scroggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293764

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78721	March 7, 2014 2:31 pm
Out for Delivery	AUSTIN, TX 78752	March 7, 2014 9:58 am
Sorting Complete	AUSTIN, TX 78762	March 7, 2014 9:48 am
Arrival at Unit	AUSTIN, TX 78762	March 7, 2014 7:57 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 2:51 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scroggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:59 PM  
 To: Vanessa Scroggs  
 Subject: USPS Shipment Info for 70123460000321293771

This is a post-only message. Please do not respond.

Vanessa Scroggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293771

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	DALLAS, TX 75233	March 17, 2014 2:06 pm
Notice Left (Business Closed)	DALLAS, TX 75233	March 8, 2014 6:03 pm
Depart USPS Sort Facility	DALLAS, TX 75260	March 8, 2014
Processed through USPS Sort Facility	DALLAS, TX 75260	March 7, 2014 11:38 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Printed Address of Sender: 0000111 Inductee  
 2015 Increased Work Award  
 Austin, TX 78733

Check type of mail or service:  
 Certified  
 COD  
 Delivery Confirmation  
 Signature Confirmation  
 Insured

Additional Services:  
 Return Receipt (Domestic)  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation  
 Insured (if mailed as a package or in additional copies of this tag)  
 Postmark and Date of Receipt

Postmarked by Machine Post

Article Number	Address (Name, Street, City, State & Zip)	Postage	Fee	Handling Charge	Facial Charge if Registered	Value	CC	ST	HT	HT
7012 3460 0003 2129 3724	Brooks Academy of Science & Engineering 3803 Lybarr Road San Antonio, TX 78235	\$0.60	\$3.20							
7012 3460 0003 2129 3733	Cedars International Academy 8416 N. IH 35 Austin, TX 78753	\$0.60	\$3.20							
7012 3460 0003 2129 3740	Chaparral Star Academy 1450 Summit Drive Austin, TX 78728	\$0.60	\$3.20							
7012 3460 0003 2129 3757	Conquest Academy 207 North Peach Street Tomball, TX 77375	\$0.60	\$3.20							
7012 3460 0003 2129 3764	East Austin College Prep 8002 Jean Ln Austin, TX 78721	\$0.60	\$3.20							
7012 3460 0003 2129 3771	Focus Learning Academy 2524 Lebellier Drive Dallas, TX 75233	\$0.60	\$3.20							

Total number of pieces tracked at Post Office by Sender: 5  
 Total number of pieces tracked at Post Office: 5

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:56 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293726

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293726

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SAN ANTONIO, TX 78235	March 17, 2014 9:42 am
Notice Left (Business Closed)	SAN ANTONIO, TX 78235	March 10, 2014 8:00 am
Notice Left (Business Closed)	SAN ANTONIO, TX 78223	March 8, 2014 8:05 am
Arrival at Unit	SAN ANTONIO, TX 78223	March 8, 2014 5:58 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 4:49 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Address	Address (Name, Street, City, State & Zip)	Postage	Fee	Handling Charge	Actual Weight	Insured Value	Net Weight	Net Value	Net Fee	Net Fee	Net Fee	Net Fee	Net Fee	Net Fee	Net Fee	Net Fee	Net Fee	Net Fee	
1	George Devin Academy 702 San Pedro Ave., Ste. # 100 San Antonio, TX 78212	\$0.69	\$1.30																\$1.95
2	Hannony Science ACAD (Austin) 9321 West Sam Houston Parkway S. Houston, TX 77098	\$0.69	\$1.30																\$1.95
3	Hannony Science ACAD (San Antonio) 9321 West Sam Houston Parkway S. Houston, TX 77098	\$0.69	\$1.30																\$1.95
4	Higgs, Carter, King, Gillett & Talented Charter ACAD 511 Fredericksburg Road San Antonio, TX 78218	\$0.69	\$1.30																\$1.95
5	Honors Academy 12300 Ford Road, Ste. # 270 Dallas, TX 75224	\$0.69	\$1.30																\$1.95
6	DECA Public Schools 505 Angellia Drive, Ste. 9 Weslaco, TX 78395	\$0.69	\$1.30																\$1.95

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:57 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293740

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321283740

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78728	March 7, 2014 10:50 am
Out for Delivery	AUSTIN, TX 78758	March 7, 2014 10:03 am
Sorting Complete	AUSTIN, TX 78758	March 7, 2014 9:53 am
Arrival at Unit	AUSTIN, TX 78758	March 7, 2014 5:14 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:13 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:56 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293733

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293733

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78753	March 7, 2014 11:15 am
Out for Delivery	AUSTIN, TX 78758	March 7, 2014 10:03 am
Sorting Complete	AUSTIN, TX 78758	March 7, 2014 9:53 am
Arrival at Unit	AUSTIN, TX 78758	March 7, 2014 5:14 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 11:13 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:08 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293818

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293818

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SAN ANTONIO, TX 78201	March 17, 2014 10:43 am
Notice Left (No Authorized Recipient Available)	SAN ANTONIO, TX 78201	March 10, 2014 10:49 am
Out for Delivery	SAN ANTONIO, TX 78201	March 8, 2014 8:44 am
Sorting Complete	SAN ANTONIO, TX 78201	March 8, 2014 8:34 am
Arrival at Unit	SAN ANTONIO, TX 78201	March 8, 2014 5:32 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 3:19 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:22 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:47 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:16 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293801

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293801

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivery status not updated		March 9, 2014 12:01 am
Out for Delivery	HOUSTON, TX 77072	March 8, 2014 10:01 am
Sorting Complete	HOUSTON, TX 77072	March 8, 2014 9:51 am
Arrival at Unit	HOUSTON, TX 77072	March 8, 2014 7:14 am
Depart USPS Sort Facility	HOUSTON, TX 77201	March 8, 2014
Processed through USPS Sort Facility	HOUSTON, TX 77201	March 8, 2014 12:56 am
Processed through USPS Sort Facility	HOUSTON, TX 77201	March 7, 2014 6:28 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:47 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:19 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293795

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293795

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivery status not updated		March 9, 2014 12:01 am
Out for Delivery	HOUSTON, TX 77072	March 8, 2014 10:01 am
Sorting Complete	HOUSTON, TX 77072	March 8, 2014 9:51 am
Arrival at Unit	HOUSTON, TX 77072	March 8, 2014 7:14 am
Depart USPS Sort Facility	HOUSTON, TX 77201	March 8, 2014
Processed through USPS Sort Facility	HOUSTON, TX 77201	March 8, 2014 12:56 am
Processed through USPS Sort Facility	HOUSTON, TX 77201	March 7, 2014 5:28 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:47 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:19 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293788

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293788

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SAN ANTONIO, TX 78212	March 10, 2014 2:04 pm
Arrival at Unit	SAN ANTONIO, TX 78212	March 8, 2014 7:19 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 3:27 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:22 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:47 pm

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:38 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293849

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293849

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SAN ANTONIO, TX 78245	March 20, 2014 11:49 am
Notice Left (Business Closed)	SAN ANTONIO, TX 78250	March 10, 2014 1:29 pm
Out for Delivery	SAN ANTONIO, TX 78245	March 6, 2014 10:00 am
Sorting Complete	SAN ANTONIO, TX 78245	March 6, 2014 9:50 am
Arrival at Unit	SAN ANTONIO, TX 78245	March 6, 2014 7:48 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 6, 2014 4:32 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:08 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293832

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293832

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	WESLACO, TX 78596	March 17, 2014 10:38 am
Out for Delivery	WESLACO, TX 78596	March 8, 2014 8:08 am
Sorting Complete	WESLACO, TX 78596	March 8, 2014 7:58 am
Arrival at Unit	WESLACO, TX 78596	March 8, 2014 6:27 am
Processed through USPS Sort Facility	MCALLEN, TX 78501	March 8, 2014 12:39 am
Depart USPS Sort Facility	MCALLEN, TX 78501	March 7, 2014
Processed through USPS Sort Facility	MCALLEN, TX 78501	March 7, 2014 11:00 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:47 pm

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Address Number	Address (Name, Street, City, State & Zip)	Package	Fee	Tracking Charge	Actual Date of Receipt	Expected Date of Receipt	Days in Transit	Days in Transit	Days in Transit	Days in Transit	Days in Transit	Days in Transit	Days in Transit	Days in Transit	Days in Transit	Days in Transit	Days in Transit	Days in Transit	Days in Transit		
1	John H. Wood JR Public Charter District 10325 Bandera Road San Antonio, TX 78250	\$0.69	\$3.29																		
2	Jubilee Academic Center 4434 Redford Rd San Antonio, TX 78222	\$0.69	\$3.20																		
3	Katharina Anne Preyer School P.O. Box 2033 Wimberley, TX 78876	\$0.69	\$3.20																		
4	KIPP Austin Public Schools 6909 FM 999, Bldg 913 Austin, TX 78724	\$0.69	\$3.20																		
5	KIPP Inc. Charter 10711 KIPP Way Dr. Houston, TX 77069	\$0.69	\$3.20																		
6	Mediana Wood Charter School 2555 North IH 35, #100 Round Rock, TX 78664	\$0.69	\$3.20																		
Total Number of Pieces Received at Post Office Used by Sender																					
Total Number of Pieces Received at Post Office																					
Postmaster: per (Name of Mailer or Agent)																					

Name and Address of Sender  
 Recipient's Name  
 1415 Marwood Park Blvd  
 Austin, TX 78753

Check type of mailer service  
 Certified  
 GPO  
 other confirmation  
 Registered Mail  
 Return Receipt for Merchandise  
 Signature Confirmation

After Stamp Here  
 If boxed as a return receipt, attach a copy of this label to the back of the box and date of receipt

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 2:08 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293825

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293825

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	DALLAS, TX 75234	March 17, 2014 2:11 pm
Notice Left (Business Closed)	DALLAS, TX 75234	March 11, 2014 9:31 am
Processed through USPS Sort Facility	DALLAS, TX 75260	March 10, 2014 12:50 am
Depart USPS Sort Facility	DALLAS, TX 75260	March 9, 2014
Processed through USPS Sort Facility	DALLAS, TX 75260	March 8, 2014 7:26 pm
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 5:14 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:47 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 1:28 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321293887

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293887

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivery status not updated		March 9, 2014 12:01 am
Out for Delivery	HOUSTON, TX 77072	March 6, 2014 10:01 am
Sorting Complete	HOUSTON, TX 77072	March 6, 2014 9:51 am
Arrival at Unit	HOUSTON, TX 77072	March 6, 2014 7:14 am
Depart USPS Sort Facility	HOUSTON, TX 77201	March 6, 2014
Processed through USPS Sort Facility	HOUSTON, TX 77201	March 6, 2014 12:56 am
Processed through USPS Sort Facility	HOUSTON, TX 77201	March 7, 2014 5:28 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 1:32 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321293870

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293870

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Notice Left (No Authorized Recipient Available)	AUSTIN, TX 78724	March 7, 2014 1:03 pm
Out for Delivery	AUSTIN, TX 78752	March 7, 2014 9:55 am
Sorting Complete	AUSTIN, TX 78752	March 7, 2014 9:45 am
Arrival at Unit	AUSTIN, TX 78752	March 7, 2014 8:12 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 10:32 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 1:37 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321293863

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293863

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	WIMBERLEY, TX 78678	March 17, 2014 1:18 pm
Available for Pickup	WIMBERLEY, TX 78678	March 7, 2014 9:04 am
Out for Delivery	WIMBERLEY, TX 78678	March 7, 2014 8:48 am
Sorting Complete	WIMBERLEY, TX 78678	March 7, 2014 8:38 am
Arrival at Unit	WIMBERLEY, TX 78678	March 7, 2014 7:56 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 2:13 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 1:37 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321293855

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293855

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Notice Left (No Authorized Recipient Available)	SAN ANTONIO, TX 78222	March 10, 2014 3:20 pm
Out for Delivery	SAN ANTONIO, TX 78220	March 8, 2014 10:09 am
Sorting Complete	SAN ANTONIO, TX 78220	March 8, 2014 9:59 am
Arrival at Unit	SAN ANTONIO, TX 78220	March 8, 2014 9:26 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 4:27 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:35 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293952

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293952

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	MC QUEENEY, TX 78123	March 8, 2014 11:37 am
Out for Delivery	SEGUIN, TX 78155	March 8, 2014 8:47 am
Sorting Complete	SEGUIN, TX 78155	March 8, 2014 8:37 am
Arrival at Unit	SEGUIN, TX 78155	March 8, 2014 7:42 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 12:37 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:33 pm
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 10:12 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:36 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293955

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293955

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SCHERTZ, TX 78154	March 10, 2014 11:52 am
Notice Letter (Business Closed)	SCHERTZ, TX 78154	March 8, 2014 7:57 am
Arrival at Unit	SCHERTZ, TX 78154	March 8, 2014 7:01 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 12:49 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:36 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293948

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293948

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	TEMPLE, TX 76502	March 7, 2014 11:36 am
Out for Delivery	TEMPLE, TX 76501	March 7, 2014 8:36 am
Sorting Complete	TEMPLE, TX 76501	March 7, 2014 8:28 am
Arrival at Unit	TEMPLE, TX 76501	March 7, 2014 7:34 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 12:06 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 12:39 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70123460000321293931

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293931

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	LEWISVILLE, TX 75097	March 12, 2014 8:15 am
Available for Pickup	LEWISVILLE, TX 75097	March 10, 2014 12:53 pm
Arrival at Unit	LEWISVILLE, TX 75097	March 10, 2014 12:52 pm
Processed through USPS Sort Facility	COPPELL, TX 75099	March 8, 2014 2:28 am
Depart USPS Sort Facility	COPPELL, TX 75099	March 8, 2014
Processed through USPS Sort Facility	COPPELL, TX 75099	March 7, 2014 5:35 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:23 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294020

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294020

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SCHERTZ, TX 78154	March 10, 2014 11:52 am
Notice Left (Business Closed)	SCHERTZ, TX 78154	March 8, 2014 7:57 am
Arrival at Unit	SCHERTZ, TX 78154	March 8, 2014 7:01 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 12:49 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 8, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:24 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294006

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294006

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Notice Left (No Authorized Recipient Available)	SAN ANTONIO, TX 78238	March 10, 2014 11:03 am
Notice Left (No Authorized Recipient Available)	SAN ANTONIO, TX 78238	March 8, 2014 11:27 am
Out for Delivery	SAN ANTONIO, TX 78238	March 8, 2014 9:08 am
Sorting Complete	SAN ANTONIO, TX 78238	March 8, 2014 8:59 am
Arrival at Unit	SAN ANTONIO, TX 78238	March 8, 2014 7:38 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 4:30 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:24 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321293993

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321293993

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SAN ANTONIO, TX 78213	March 17, 2014 10:57 am
Notice Left (Business Closed)	SAN ANTONIO, TX 78213	March 10, 2014 9:49 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 3:19 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Article Number	Address (Name, Street, City, State & Zip)	Package	Fee	Tracking	Actual Value	Insured	CF	DC	SH	TD	PA
7012 3460 0003 2129 3993	RMA High Schools (Reliant) 1263 Terminal Loop McQueeney, TX 78133	\$0.69	\$3.30								
7012 3460 0003 2129 3985	San Antonio School for Inquiry & Creativity 4615 San Pedro Ave. San Antonio, TX 78208	\$0.69	\$3.30								
7012 3460 0003 2129 3993	School of Excellence in Education 1626 Besse Rd. San Antonio, TX 78213	\$0.69	\$3.30								
7012 3460 0003 2129 4004	School of Science & Technology 5707 Barbara Road Leon Valley, TX 78238	\$0.69	\$3.30								
7012 3460 0003 2129 4013	School of Science & Technology Discovery 5707 Barbara Road Leon Valley, TX 78238	\$0.69	\$3.30								
7012 3460 0003 2129 4021	Stuebgen Real Estate Academy 12470 Woman Hollister Road Schertz, TX 78154	\$0.69	\$3.30								

Item and Address of Sender

000011 Industrial  
of Central Texas  
1015 Rosewood Park Blvd  
Austin, TX 78753

Check type of mail or service:

Certified  
 COD  
 Insured Collection  
 Express Mail  
 Registered  
 Return Receipt for Merchandise  
 Signature Confirmation

After Stamp Here  
 (if found as a  
 copy of a  
 copy of a  
 copy of a  
 Postmark and  
 Date of Receipt)

Total number of pieces in this office: 7

Total number of pieces received at this office: 7

Postmaster: For financial records purposes only

Insured by Mutual Group

**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 4:25 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70123460000321293986

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293986

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	SAN ANTONIO, TX 78212	March 10, 2014 10:11 am
Notice Left (Business Closed)	SAN ANTONIO, TX 78212	March 6, 2014 9:45 am
Out for Delivery	SAN ANTONIO, TX 78212	March 6, 2014 8:32 am
Sorting Complete	SAN ANTONIO, TX 78212	March 6, 2014 8:22 am
Arrival at Unit	SAN ANTONIO, TX 78212	March 6, 2014 7:19 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 6, 2014 3:27 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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Headline Address of Sender	Address of Recipient	Postage	Fee	Tracking Charge	Actual Value of Contents	Insured Value	DC Fee	SC Fee	SR Fee	RO Fee	RI Fee	
1 0000111 Industries of Central Texas 1015 Newwood Park Blvd Austin TX 78751	Southwest School 3333 Spring Drive Houston, TX 77057	\$0.69	\$2.30									\$1.35
2 7012 3460 0003 2129 4014	Texas OAM Academy 325 W. 15th St. Ste. 200 Dallas TX 75208	\$0.69	\$1.30									\$1.35
3 7012 3460 0003 2129 4051	Texas College Preparatory Academies P.O. Box 282730 Lewisville, TX 75029	\$0.69	\$1.30									\$1.35
4 7012 3460 0003 2129 4045	Texas Empowerment Academy 3613 Ed Bluestein Dr Austin, TX 78721	\$0.69	\$1.30									\$1.35
5 7012 3460 0003 2129 4075	Texas Preparatory School P.O. Box 1843 San Marcos, TX 78687	\$0.69	\$1.30									\$1.35
6 7012 3460 0003 2129 4079	Transformation Charter Academy 802 N. 8th Street Killeen, TX 76941	\$0.69	\$1.30									\$1.35

**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 4:25 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70123460000321293979

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321293979

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	MC QUEENEY, TX 78123	March 8, 2014 11:37 am
Out for Delivery	SEGUIN, TX 78155	March 8, 2014 8:47 am
Sorting Complete	SEGUIN, TX 78155	March 8, 2014 8:37 am
Arrival at Unit	SEGUIN, TX 78155	March 8, 2014 7:42 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 12:37 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Friday, March 21, 2014 4:23 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70123460000321294013

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70123460000321294013

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Notice Left (No Authorized Recipient Available)	SAN ANTONIO, TX 78238	March 10, 2014 11:03 am
Notice Left (No Authorized Recipient Available)	SAN ANTONIO, TX 78238	March 8, 2014 11:27 am
Out for Delivery	SAN ANTONIO, TX 78238	March 8, 2014 9:08 am
Sorting Complete	SAN ANTONIO, TX 78238	March 8, 2014 8:56 am
Arrival at Unit	SAN ANTONIO, TX 78238	March 8, 2014 7:35 am
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 8, 2014 4:30 am
Depart USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014
Processed through USPS Sort Facility	SAN ANTONIO, TX 78284	March 7, 2014 1:23 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 12:24 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321294068

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294068

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78721	March 7, 2014 11:56 am
Out for Delivery	AUSTIN, TX 78752	March 7, 2014 9:58 am
Sorting Complete	AUSTIN, TX 78752	March 7, 2014 9:48 am
Arrival at Unit	AUSTIN, TX 78752	March 7, 2014 7:57 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 2:81 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 12:25 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321294051

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321284051

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	LEWISVILLE, TX 75067	March 12, 2014 9:16 am
Available for Pickup	LEWISVILLE, TX 75067	March 10, 2014 12:53 pm
Arrival at Unit	LEWISVILLE, TX 75067	March 10, 2014 12:52 pm
Processed through USPS Sort Facility	COPELLE, TX 75099	March 8, 2014 2:26 am
Depart USPS Sort Facility	COPELLE, TX 75099	March 8, 2014
Processed through USPS Sort Facility	COPELLE, TX 75099	March 7, 2014 5:36 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 12:25 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321294044

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294044

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	DALLAS, TX 75208	March 10, 2014 3:55 pm
Depart USPS Sort Facility	DALLAS, TX 75208	March 8, 2014
Processed through USPS Sort Facility	DALLAS, TX 75208	March 8, 2014 1:33 am
Processed through USPS Sort Facility	DALLAS, TX 75208	March 7, 2014 5:46 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Monday, March 24, 2014 12:25 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 7012346000321294037

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321284037

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	HOUSTON, TX 77057	March 10, 2014 3:51 pm
Notice Left (Business Closed)	HOUSTON, TX 77057	March 8, 2014 10:33 am
Arrival at Unit	HOUSTON, TX 77057	March 8, 2014 6:30 am
Depart USPS Sort Facility	HOUSTON, TX 77201	March 8, 2014
Processed through USPS Sort Facility	HOUSTON, TX 77201	March 8, 2014 1:27 am
Processed through USPS Sort Facility	HOUSTON, TX 77201	March 7, 2014 5:28 pm
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:20 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294143

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294143

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 8:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 8:00 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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9

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:20 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294136

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294136

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivery status not updated		March 7, 2014 11:03 pm
Out for Delivery	AUSTIN, TX 78745	March 7, 2014 8:03 am
Sorting Complete	AUSTIN, TX 78745	March 7, 2014 8:53 am
Arrival at Unit	AUSTIN, TX 78745	March 7, 2014 8:47 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 1:12 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

8

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:21 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294129

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294129

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78713	March 10, 2014 12:03 pm
Available for Pickup	AUSTIN, TX 78713	March 7, 2014 7:28 am
Arrival at Unit	AUSTIN, TX 78713	March 7, 2014 7:28 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

7

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:22 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294105

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294105

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78754	March 7, 2014 12:07 pm
Out for Delivery	AUSTIN, TX 78752	March 7, 2014 9:58 am
Sorting Complete	AUSTIN, TX 78752	March 7, 2014 9:48 am
Arrival at Unit	AUSTIN, TX 78752	March 7, 2014 8:00 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 4:53 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

6





**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:26 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294211

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294211

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

31

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:26 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294204

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294204

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

39

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:27 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294198

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294198

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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28

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 4:27 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7012346000321294181

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7012346000321294181

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Monday, March 24, 2014 1:57 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70111570000131856954

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70111570000131856954

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Monday, March 24, 2014 1:48 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238717548

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717548

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:00 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Monday, March 24, 2014 1:49 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238717531

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717531

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:00 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

**From:** US\_Postal\_Service@usps.com  
**Sent:** Monday, March 24, 2014 1:55 PM  
**To:** Vanessa Scruggs  
**Subject:** USPS Shipment Info for 70092250000238717524

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717524

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:00 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Friday, March 21, 2014 3:25 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 7009225000238717593

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 7009225000238717593

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:55 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70111570000131856978

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70111570000131856978

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

Name and Address of Sender: **Conrad J. Inductress of Oberlin, Texas 1015 Oberlin Park Blvd Austin, TX 78733**

Check type of mail or service:  Certified  CO  Collect on Delivery  Insured  Registered  Return Receipt for Merchandise  Signature Confirmation  Restricted Delivery (Registered or Registered Mail)  Return Receipt for Merchandise  Separate Confirmation  After Stamp Here:  Return Receipt for Merchandise  Return Receipt for Registered Mail  Return Receipt for Certified Mail  Return Receipt for Registered Mail  Return Receipt for Registered Mail  Return Receipt for Registered Mail

Article Number	Address (House, Street, City, State & Zip)	Postage	Fee	Handling Charge	Account Number	Amount	TC Fee	BT Fee	OT Fee	Total
1	The Honorable Troy Fraser Texas State Senator P.O. Box 12088 Austin, TX 78711	\$6.69	\$3.30							\$9.99
2	The Honorable Troy Fraser Texas State Senator P.O. Box 12088 Austin, TX 78711	\$6.69	\$3.30							\$9.99
3	The Honorable Troy Fraser Texas State Senator P.O. Box 12088 Austin, TX 78711	\$6.69	\$3.30							\$9.99
4	The Honorable Troy Fraser Texas State Senator P.O. Box 12088 Austin, TX 78711	\$6.69	\$3.30							\$9.99
5	The Honorable Troy Fraser Texas State Senator P.O. Box 12088 Austin, TX 78711	\$6.69	\$3.30							\$9.99
6	The Honorable Troy Fraser Texas State Senator P.O. Box 12088 Austin, TX 78711	\$6.69	\$3.30							\$9.99

Total number of pieces included in Post: 6  
 Total number of pieces measured at Post: 6  
 Total number of pieces included in Post: 6  
 Total number of pieces measured at Post: 6  
 Total number of pieces included in Post: 6  
 Total number of pieces measured at Post: 6

Postmark: AUSTIN, TX 78710 MAR 24 2014

Postmaster: Vanessa Scruggs

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
 Sent: Monday, March 24, 2014 1:57 PM  
 To: Vanessa Scruggs  
 Subject: USPS Shipment Info for 70111570000131856981

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70111570000131856981

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:37 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>

**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:23 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238717562

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717562

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 5, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:24 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238717509

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717509

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:24 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238717579

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717579

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 5, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

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**Vanessa Scruggs**

From: US\_Postal\_Service@usps.com  
Sent: Friday, March 21, 2014 3:24 PM  
To: Vanessa Scruggs  
Subject: USPS Shipment Info for 70092250000238717586

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717586

Service Type: Certified Mail™

Shipment Activity	Location	Date & Time
Delivered	AUSTIN, TX 78711	March 7, 2014 9:41 am
Arrival at Unit	AUSTIN, TX 78711	March 7, 2014 9:01 am
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 7, 2014 3:31 am
Depart USPS Sort Facility	AUSTIN, TX 78710	March 6, 2014
Processed through USPS Sort Facility	AUSTIN, TX 78710	March 5, 2014 7:36 pm

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at <http://www.usps.com/shipping/trackandconfirm.htm>



Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 2:56 PM
To: Vanessa Scruggs
Subject: USPS Shipment Info for 70092250000238717661

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717661

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Arrival at Unit, Processed through USPS Sort Facility, Depart USPS Sort Facility, and Processed through USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm

Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 2:58 PM
To: Vanessa Scruggs
Subject: USPS Shipment Info for 70092250000238717654

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717654

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Arrival at Unit, Processed through USPS Sort Facility, Depart USPS Sort Facility, and Processed through USPS Sort Facility.

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For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm

Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:00 PM
To: Vanessa Scruggs
Subject: USPS Shipment Info for 70092250000238717630

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717630

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Arrival at Unit, Processed through USPS Sort Facility, Depart USPS Sort Facility, and Processed through USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm

Vanessa Scruggs

From: US\_Postal\_Service@usps.com
Sent: Friday, March 21, 2014 3:00 PM
To: Vanessa Scruggs
Subject: USPS Shipment Info for 70092250000238717623

This is a post-only message. Please do not respond.

Vanessa Scruggs has requested that you receive the current Track & Confirm information, as shown below.

Current Track & Confirm e-mail information provided by the U.S. Postal Service.

Label Number: 70092250000238717623

Service Type: Certified Mail™

Table with 3 columns: Shipment Activity, Location, Date & Time. Rows include Delivered, Arrival at Unit, Processed through USPS Sort Facility, Depart USPS Sort Facility, and Processed through USPS Sort Facility.

USPS has not verified the validity of any email addresses submitted via its online Track & Confirm tool.

For more information, or if you have additional questions on Track & Confirm services and features, please visit the Frequently Asked Questions (FAQs) section of our Track & Confirm site at http://www.usps.com/shipping/trackandconfirm.htm



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment C: Board Affidavits

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
  2. Full name Cindy Gautschy Goldsberry  
Home Address 12407 Brushy Hollow  
Business Name and Address ZFactor Sales Accelerator  
Phone Number 512.695.4435  
E-mail address cgoldsberry@zfactorV2V.com
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (Indicate Attachment number). At the end of the document
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
X Does not apply to me  Yes

4. What was your motivation to serve on the board of the proposed charter school?  
I serve on the Board of Goodwill Industries of Central Texas and approve of this school.
5. What is your understanding of the appropriate role of a public charter school board member?  
To provide oversight and enforcement of governance to meet the school's performance.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have extensive business experience (30 years), have started businesses and started my career in education.
7. Describe the specific knowledge and experience that you would bring to the board.  
Operational leadership, organizational, performance-based systems and community contacts.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
Allow students to earn a high school diploma- especially those who dropped out and are now over high school age (up to 25)
2. What is your understanding of the school's proposed educational program?  
The courses are in blocks allowing a condensed delivery. The program is focused on skills and competencies to prepare graduates for both vocational and advanced education opportunities.
3. What do you believe to be the characteristics of a successful school?  
One where students are met where they are, respected and provided relationships and tools that will allow them to explore, learn and serve.
4. How will you know that the school is succeeding (or not) in its mission?  
By the numbers of students served and stay in the program, the quality of their progress educationally (as measured in performance) and the health of the culture.

### Governance

1. Describe the role that the board will play in the school's operation.

Board has oversight on budget, employees, policies and business decisions concerning the operational health of the school.

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2. How will you know if the school is successful at the end of the first year of operation?

I expect will establish KPIs and specific metric-based goals as a board and will report and measure against those. If we attain the goals, then we can count success. Otherwise the numbers of students who are successfully enrolled and completing the program is the greatest indicator.

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3. How will you know at the end of four years of the school is successful?

When the school has continued to grow and has fostered vocational and advanced degree success stories.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

We must establish and measure against key performance objectives for the people, processes and organizational aspects of the school's development.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would address the board member in the company of the President/CEO of Goodwill.

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#### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

We are members of the Goodwill Board of Central Texas

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

---

6. Indicate whether you, your spouse or other immediate family members are a director, officer,

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employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X  Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Our company Leader XY Group LLC

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8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

none

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9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes X  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes X  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes X  No If so, give details.

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12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes X  No If so, give details.

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13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes X  No If so, give details.

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**Certification**

I, Cindy G. Goldsberry, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

[Handwritten Signature]  
Signature

3/21/14  
Date

**VERIFICATION**

State of Texas

County of Travis

On this day, Cindy G. Goldsberry (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 21 day of

March, 2014.

(Notary Public) Heather Marie Briscoe

My commission expires 10/20/15

(SEAL)



**Cindy Goldsberry**

**ZFactor Sales Acceleration Group**

*Business Growth and Sales Performance Consulting*

512.695-4435 [jcgoldsberry@ZfactorV2V.com](mailto:jcgoldsberry@ZfactorV2V.com)

Author of: **ZFactor Sales Accelerator V2V: From Vendor to Value Creator**

<http://amazon.com/author/cgoldsberry>

Cindy G. Goldsberry has thirty years of sales and marketing expertise, specifically in developing and implementing sales-generating marketing and business strategies for companies focused on high growth, re-tooling of sales teams and accelerating success of sales performance.

She is a partner with ZFactor Sales Accelerator Group, a consulting firm focused on business growth through sales performance. In 2012, she wrote *ZFactor Sales Accelerator: From Vendor to Value Creator*, which has been listed on Amazon's Best Sellers for sales teams. She is also author of the children's book, *Bart and the Bullies*.

Based on a proven methodology, ZFactor helps organizations build and foster profitable sales organizations. Her passion is in leveraging this methodology and in working with corporate leadership to impact sales performance by aligning sales professionals, marketing and clients in the creation of relationships with Lifetime Value and profit for the company.

The ZFactor Methodology creates a context for leveraging specific, tactical plans with tangible milestones required for realizing sales success. This work creates a new way of developing thought leadership at every level. It leverages a company's resources to include existing investments in people, training, process and systems to produce a powerful game plan for transforming the efficacy of the traditional sales playbook.

In 2006 she joined Boundless Network, an Austin Ventures portfolio company where sales grew from \$800K in 2005 to \$54MM in 2012. As VP Strategic Sales and Services she ran the division dedicated to growing enterprise accounts and used the ZFactor methodology to work with developing a channel of 100+ sales professionals. In February 2013, she launched a new consulting firm and is thrilled to be back into working with other companies and industries. She moved to the Advisory Board of Boundless Network and retains them as a client.

Other experience includes sales with Motorola, Manager with Ernst & Young's Information Technology Group, franchise owner, MarCom leadership for an Internet company IPO, and partner of her own sales and marketing consulting firm prior to Boundless. She hosted "The Winning Attitude" radio talk show in Atlanta, GA and interviewed clients such as Seth Godin, Mark Victor Hansen and Laurie Beth Jones.

She loves facilitating corporate sales strategy sessions, workshops, executive retreats. She is a graduate of Texas A&M University, President-elect for Executive Women's Forum (EWF) and serves on the Board of Directors for Goodwill Industries of Central Texas, whose mission is to generate lifelong connections to work.

She has been married to Alan for 26 years, loves cooking and traveling with him, and they have two wonderful sons 23 and 20.

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
2. Full name James K Lagarde Jr.
- Home Address 810 West Johanna St. Austin, TX 78704
- Business Name and Address PO Box 19650 Austin, TX 78760
- Phone Number 512-773-6858
- E-mail address [REDACTED]

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
- Does not apply to me  Yes

Downtown Austin Neighborhood Association (DANA)

4. What was your motivation to serve on the board of the proposed charter school?
- I wanted to give back to our community in a way that will have a lasting impact. I believe education and training has the potential to create not just jobs for students but careers. Careers have a lasting impact not only on the individual but in many cases their families as well. I can think of no better way to serve the community then to help students, who have the desire, start their journey towards a promising career.**

5. What is your understanding of the appropriate role of a public charter school board member?
- At a high level it is to ensure we are in alignment with the plan set forth in the application submitted to TEA. Each year the board will work with the school leadership team to set annual goals which then must be approved by the board. The board will also track actual revenue and expenses versus the yearly budget. Finally it is to act as ambassadors of the school in the community.**

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
- I served on the DANA board for four years, and I was President for two of those years. I have served on the Goodwill board now for over three years. I have also served as Chief Operating Officer for two companies reporting to demanding boards in both cases. I believe in a metrics based approach towards management, and based on my understanding of the TEA's requirements for the Charter School, a metrics based approach (that includes leading and trailing indicators) will go along way to reaching the desired outcomes for the Excel Center.**

7. Describe the specific knowledge and experience that you would bring to the board.
- In addition to the above, I come from an Information Technology background and that is where I have spent the majority of my career. The Information Technology sector is an area of high growth in Central Texas, and I believe I can assist in creating partnerships with private industry, to give graduates job opportunities post-graduation.**

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

**It is to provide a second chance to individuals who have dropped out of High School by allowing them to obtain a diploma and provide post-graduation opportunities whenever possible**

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2. What is your understanding of the school's proposed educational program?

**It is a flexible but demanding program that is complaint with TEKS and Texas standards. It utilizes individualized case management to address barriers that would prevent a successful outcome for a student. It also provides transportation options and child care which many times can be challenges for students.**

---

3. What do you believe to be the characteristics of a successful school?

**At the risk of being too clinical: 1) Per student graduation rate of 25% 2) A pass rate on the ACCUPLACER exam of 50% by Excel Center Graduates and most importantly 3) 80% of graduates are ready to start a career or head off to college. Finally, the school has to be financially sound. There are other characteristics and metrics of success but these would be three key ones in my opinion.**

---

4. How will you know that the school is succeeding (or not) in its mission?

**Hitting our objectives on the above metrics as well as financial performance metrics.**

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### Governance

1. Describe the role that the board will play in the school's operation.

**We will regularly meeting to evaluate and review academic and financial performance of the school. As required we will develop policies, develop and approve budgets, and oversee the role and responsibilities of the Goodwill CEO who will serve as the School Superintendent.**

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2. How will you know if the school is successful at the end of the first year of operation?

**An analysis of how many credits were attempted versus how many credits were earned and an analysis of planned versus actual year one budgetary performance.**

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3. How will you know at the end of four years of the school is successful?

**Number of graduates and an analysis of the post graduate work (quality of the degree) – starting a career or continuing education are both positive results.**

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

**Working with the School Superintendent to make sure we hire the right team starting with the principal, close monthly review of financial performance, and finally developing relationships with private and public organizations that can provide career opportunities for Excel Center graduates.**

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

**I would discuss with the School Superintendent and depending upon the circumstances seek guidance from the TEA.**

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**Disclosures**

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

**I know some of them because they also serve on the Goodwill Board.**

---

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

---

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

---

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

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6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

**Major Leads, LLC – ~80% Owner**

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

**I was part of the board evaluation team of the Excel Center in Indianapolis.**

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

**I am not expecting any compensation.**

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

#### Certification

I, James K. Lagarde Jr., certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

James K. Lagarde Jr.  
Signature

3/21/14  
Date

VERIFICATION

State of Texas

County of Travis

On this day, James K. Lagarde Jr (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 21 day of

March, 2014.

(Notary Public) Heather Marie Briscoe

My commission expires 10/20/2015

(SEAL)





**EXPERIENCE**

**AdRevolution, Austin, TX** **April 2010 - Present**  
AdRevolution provides a one-to-one advertising optimization platform that powers various companies marketing efforts through a variety of digital channels. AdRevolution displays “Ads people like!” by delivering the right ad to the right person at the right time using an always learning set of proprietary algorithms that perform millions of calculations per day. [www.adrevolution.com](http://www.adrevolution.com)

***Chief Operating Officer***

Responsible for overall company operations including information technology, client services, accounting and finance, human resources, and shared sales and marketing responsibility with the CEO.

**Selected accomplishments:**

- Led company transformation from a direct marketing company to a SaaS technology provider in 2010
- Restructured and refocused the organization to increase gross revenue per month from \$500,000 to \$1 million within 7 months
- Increased net income during that time by a factor of 4

**Overwatch Systems – Tactical Operations, an operating unit of Textron Corporation, Austin, TX** **March 2008 – April 2010**

Overwatch is dedicated to the analysis, design, development, and support of complex intelligence, information, and communications systems. Overwatch is a leader in hardware and software C4ISR systems that use industry standards to provide intelligence products that are light-weight, portable, scalable, and interoperable. Overwatch has experience in program management, systems analysis, domains, and hardware/ software systems engineering.

***Director Combat Systems***

July 2009 – April 2010

P&L responsibility for a \$35 million dollar business are that is focused on Command and Control (C2) software systems for the Department of Defense.

- Principle visionary, architect, and initial marketing lead (including the name) for Overwatch’s enterprise handheld strategy, SoldierEyes. <http://www.overwatch.com/products/soldiereyes.htm>
- Led a team that managed the FCS program - single largest company contract – \$30+ million per year and over 150 engineers

***Sr. Program Manager***

March 2008 – July 2009

Responsible for establishing and then managing new relationships and programs with the US Army.

**Selected accomplishments:**

- Created and led the project to develop Overwatch’s enterprise wide cloud computing strategy and software platform
- Developed new relationships with the US Army that were responsible for obtaining two different multi-year multi-million dollar programs with CERDEC Command and Control Directorate
- Acquired Project Management Professional® Certification July 2008

**FineTooth Enterprises, Inc., Austin, TX**

2005 – 2007

FineTooth enables companies to effectively manage both buy-side and sell-side contracts via an on-demand, Web-based solution. FineTooth products utilize text mining technologies to identify important business information in contracts. [www.finetooth.com](http://www.finetooth.com)

***President and Chief Operating Officer***

Co-founder of FineTooth, a software-as-a-service company. Led company development from inception through early adopter phase. Responsible for all aspects of day-to-day operations for the company. Invented the *MarkBot* technology which is a key component of the company’s signature product. Managed 6 direct reports and 14 indirect reports.

**Selected accomplishments:**

- Secured \$4.5 million in angel capital for Round A
- Designed and led sales and marketing efforts with the goal of signing a reputable and recognizable group of early product adopters. Selected clients included: Gardner Denver, MobiTV, Citrix Online, QuesTek and Emergent BioSolutions.

**STI Healthcare, Inc., Austin, TX**

2002 – 2005

STI provided tailored solutions to complex document abstraction problems for the healthcare industry. STI’s Natural Language Processing (NLP) technology automated the task of abstracting information contained in narrative documents and reports. STI was renamed FineTooth Enterprises in 2005. [www.finetooth.com](http://www.finetooth.com)

***Co-Founder, President & Chief Operating Officer***

Responsible for managing all company operations including sales and marketing. Reported directly to the principal investor/CEO who resided at a remote location. Responsible for all aspects of day-to-day operations for the company.

**Selected accomplishments:**

- Achieved cash flow positive status within 6 months of founding the company
- Generated \$625,000 in revenue in 2002. Increased Y2 revenues by 92% to \$1.2 million (showed a profit) from both support and maintenance contracts plus new modules that STI designed, built, and sold
- Invented *MarkBots*, a natural language processing-like tool used to identify facts in unstructured text.
- Created a patient record analytics application in a software-as-a-service model which generated \$100,000/year in revenue

- Evolved the business into a contract management service based upon market research and forecasting. Co-founded, Finetooth, the company that was created to manage and sell the service offering.

**Synthesys Technologies, Inc, Austin, TX**

1996 – 2001

Synthesys was a “behind the firewall” search engine company which transitioned its product line from a set of general purpose tools to an application suite tailored for medical record and clinical knowledge base management.

**Vice President Software Development**

2000 – 2001

Developed and maintained relationships with strategic vendors. Managed approximately 17 employees. Served as one of two principle liaisons to clients such as Scott & White Hospital and Luther Midelfort/Mayo Health System and was key development lead on work for Wyeth and GlaxoSmithKline.

**Selected accomplishments:**

- Promoted to Vice President Software Development because of outstanding performance
- Integrated two diverse development teams immediately following a company-wide downsizing
- Launched a highly aggressive 3-month development cycle to provide advanced modules for a Clinical Data Repository product to the company’s largest client. The advanced modules generated \$600,000 in revenue.
- Provided technical and business requirement oversight and project management control for the development of *MedPharm*, a next-generation multi million dollar patient records analytics application created in partnership with IMS Health which generated \$250,000 in revenue in its early stages

**Custom Applications and Client Relations Manager**

1998 – 2000

Managed a 6-member software development team responsible for generating 90% of company’s revenue. Team was responsible for all software customization and implementation related tasks required for clients including: Cleveland Clinic, Scott & White Hospital and Clinic, Mayo Clinic, and CHW Medical Foundation. Served as technical sales expert, co-relationship manager, and client liaison.

**Systems Integrator, Senior Systems and Network Administrator**

1996 – 1998

**AFFILIATIONS**

**Downtown Austin Neighborhood Association (DANA) Austin, TX**

2005 - 2011

DANA’s mission is to improve the quality of life for those who live, work and play downtown. DANA influences decisions that affect downtown, educates and listens to residents and stakeholders about downtown and issues that affect them, and fosters a downtown community through social events.

**President**

Jan 2009 - Jan 2011

**Selected Accomplishments:**

- Major policy areas of focus during term: Downtown Austin Plan, bicycle boulevard, outdoor music venues, street closures, Great Streets Program, Congress Avenue, 2010 Transportation Bond, CoA Comprehensive Plan, and numerous zoning cases
- Increase paid membership of the organization by over 200% during tenure as President
- Revamped communications strategy including website, newsletter, created Twitter and Facebook outreach programs
- Managed a 15 member board, 5 principle committees, \$40,000 annual budget, and over 800 members as of Jan 2009

**Director**

Jan 2007 – Jan 2009

**Active Member**

2005-2007

<b>City of Austin’s Street Closure Task Force Member - Work resulted in modifications to City Ordinances and Enforcement Guidelines lessening the negative impact of street closures to residents, Churches, and Businesses while still maintain great events in Austin.</b>	2008 – 2009
<b>Downtown Austin Alliance (DAA)’s Congress Avenue WOW Committee Ongoing work by the DAA at delivering on the promise of Congress Avenue being the Main Street of Texas. Interim 2010 Results include: Congress Avenue Charrette and Final Report.</b>	2009 - present
<b>Moderator for the Coordinated Urban City Council Candidate Forum, (DAA, DANA, CNU, APF, APT, OANA)</b>	April 4 <sup>th</sup> 2009
<b>Capital Metro Dillo’ Task Force Work resulted in a complete redesign of the Dillo system</b>	2007 - 2008
<b>Software &amp; Information Industry Association (SIIA) Software Strategy Summit, Steering Committee - Planned 2007 Conference in San Francisco – Block One Lead - “From The Desktop to the Webtop”</b>	2007
<b>Downtown Austin Alliance (DAA)’s Transportation and Streetscapes Committee</b>	2007 - 2009
<b>Team in Training Marathon to Benefit the Leukemia Lymphoma Society, Motorola Full Marathon Finisher</b>	2005
<b>Capital Campaign Committee Member to Restore the Downtown Austin Cathedral, \$2 million historical project</b>	2003 - 2004
<b>LifeWorks Executives and Professionals (LEAP)</b>	2007 - 2009
<b>Austin Symphony Bats</b>	2007 - 2008
<b>Leadership Austin Graduate</b>	2009

**PATENT APPLICATIONS**

*System and Method of Extracting and Managing Knowledge from Medical Documents (20070055696)*

*System and Method of Extracting Knowledge from Documents (20070055670)*

*System and Method of Generating Automated Document Analysis Tool (20070055653)*

**EDUCATION**

**University of Mississippi, Oxford, MS**

BS, Computer Science and BS, Engineering – Telecommunications

1995

*James (Jamie) K. Lagarde Jr. Resume*

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
2. Full name Yvonne M. Suttles  
Home Address 10302 Rising Hills Circle, Austin TX, 78759  
Business Name and Address Applied Materials, 9700 US Hwy 290E, Austin TX, 78724  
Phone Number 512.784.3679  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes  
Great Hills Homeowners Association, Board of Directors
4. What was your motivation to serve on the board of the proposed charter school?  
I am motivated by a strong belief in Goodwill's mission and a passion to assist the organization with using its resources to give individuals a second chance at an education, thereby improving their quality of life, building stronger families and increasing their contributions within the community.
5. What is your understanding of the appropriate role of a public charter school board member?  
Regular review of metrics to understand academic, operational and financial performance, with the ultimate authority to use that data to determine actions necessary to uphold and improve those metrics including CEO changes.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have five years of Goodwill Central Texas board experience, serving as both Treasurer and Vice Chair. I understand the organization, its mission and financial position.
7. Describe the specific knowledge and experience that you would bring to the board.  
I have 16 years of Corporate Finance experience, with many years in an Operations Finance capacity. I have an MBA degree, as well as several years of experience serving on a high performing board. I have also participated in due diligence activities with similar Goodwill chartered schools in the country.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The primary goal of The Excel Center is provide individuals the opportunity to obtain a high school diploma and an avenue by which to obtain post-secondary education or specific skills training. The focus is on adult dropouts who have been unsuccessful at their prior attempts towards gaining an education. The program will meet students at their

current level and provide them the resources and flexibility to overcome barriers and achieve their goals.

- 
2. What is your understanding of the school's proposed educational program?

The program is designed to recognize the diverse backgrounds of the students and provide for more student/teacher contact to optimize learning successes. The students will have case managers and life coaches to assist them in dealing with external challenges, the opportunity to work with career and college counselors, and a curriculum that focuses on ensuring the students are workplace ready when they graduate.

- 
3. What do you believe to be the characteristics of a successful school?

Keeping students motivated and engaged in the learning process, therefore achieving a high attendance level; operating at full enrollment capacity; meeting goals for successful graduation of students with a high school diploma; high level of participation in achieving industry certifications or earning college credits.

- 
4. How will you know that the school is succeeding (or not) in its mission?

Attendance is high; enrollment is at maximum capacity; goals are met for graduation rates and post-secondary or industry certification achievements.

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### Governance

1. Describe the role that the board will play in the school's operation.

The Goodwill Board will have ultimate decision making power as to the recommendations brought forward by the Goodwill Education Board, which acts as an advisory body to the Goodwill Board, but the Goodwill Education Board will have more direct oversight of the school's operations.

- 
2. How will you know if the school is successful at the end of the first year of operation?

Performance metrics are met including operating at maximum capacity of 350 students.

- 
3. How will you know at the end of four years of the school is successful?

Performance metrics continue to be met and improve, and enrollment proportionately increases towards the year 5 goal of 600 students.

- 
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Regular, detailed review of performance metrics; budget oversight and sound understanding and frequent review of financial reporting; continued performance evaluation and objective setting of CEO; hold Goodwill Education Board accountable for its responsibilities as set forth in the charter; and review, have input to and ultimately approve The Excel Center's annual goals.

- 
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring my concerns forward to the CEO and Board Chair for review and action.

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### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

---

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

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6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes



7. List all business or organizations of which you are a partner or in which you have a majority interest.

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8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

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9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

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12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

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13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

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### Certification

I, Yvonne M. Suttles, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature 

Date 3/21/14

VERIFICATION

State of Texas

County of Travis

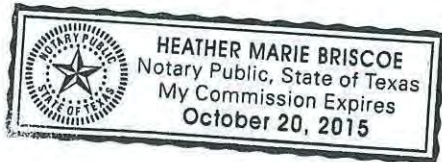
On this day, Yvonne M. Suttles (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 21 day of March, 2014.

(Notary Public) Heather Marie Briscoe

My commission expires 10/20/2015

(SEAL)





## CORPORATE RESUME

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Name: Yvonne M. Suttles

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Current Title: Finance Director, Finance Systems and Integrations,  
Global Finance Services (GFS) group, Applied Materials

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Date Appointed: March 2013                      Year joined Applied Materials: 1997

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### Brief Description of Current Responsibilities:

- Responsible for driving Finance alignment with strategic business goals and driving key decisions for products and services with Finance and IT partners and suppliers. Oversees key IT initiatives / projects for Global Finance and leads efforts to achieve Enterprise system and business process improvements globally.
- 

### Previous Titles:

- Finance Director, AGS Integration/Process & Accounting    11/2011 – 02/2013
  - Finance Controller, Applied Global Services (AGS)        11/2009 – 03/2011
  - Sr. Finance Manager, Business Transformation Project,  
AGS Spares, Logistics and Product Costing                    08/2006 – 11/2008
  - Sr. Finance Manager, Global Materials/Cost Accounting    05/2005 – 07/2006
  - Finance Manager, CPI Division Operations Controller      09/2003 – 04/2005
  - Finance Manager, FEP Division Operations Controller      12/2002 – 08/2003
  - Finance Manager, Global Operations, Financial  
Planning & Analysis    05/2001 – 11/2002
  - Finance Analyst / Lead Analyst, Operations Finance        06/1997 – 04/2001
- 

### Experience Prior to Applied Materials:

**Federal Home Loan Bank:** Credit Analyst (Dallas, TX).

**World Trade Center, Office of International Business:** Central & South America Research Assistant (Dallas, TX).

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### Academic Degrees:

**Graduate School of Management, University of Dallas, Irving, TX**

- MBA, Corporate Finance, concentration in International Business. Graduated with High Honors, Dean's List 1995 & 1996.

**University of Dallas, Irving, Texas**

- BA, Economics
- 

### Other Information:

- Vice Chair, Board of Directors, Goodwill of Central Texas, 06/2012 – present
  - Treasurer, Board of Directors, Goodwill of Central Texas, 06/2010 – 05/2012
  - Board of Directors, Goodwill of Central Texas, 06/2009 – 05/2010
  - Board of Directors / Treasurer, Great Hills Homeowners Association, 2005-present
  - Executive Women at Applied Materials network, founding member, ongoing
  - Executive Sponsor for the Women's Professional Development Network (Applied Materials), 2014-present
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## PROFESSIONAL BIOGRAPHY



Yvonne Suttles serves as the **Finance Director for Global Finance Services (GFS Division)** at Applied Materials. She joined Applied Materials in 1997 and has held various managerial titles in Operations Finance. In recent years, Yvonne supported the Applied Global Services segment as the Service Controller, and was the Finance Project Lead for various IT integrations for that segment. In her current role, Yvonne is responsible for driving Finance alignment with strategic business goals and driving key decisions for products and services with our Finance and IT partners and suppliers. She works closely with the Global Fulfillment Platform program in Worldwide Operations, overseeing key IT initiatives and driving business process and systems improvement across Global Finance.

Her experience prior to Applied Materials includes working at the Federal Home Loan Bank and at the World Trade Center, Office of International Business. She has an MBA in Corporate Finance and a Bachelor's degree in Economics from the University of Dallas in Irving, TX. Yvonne is a core team member of the Executive Women at Applied Materials group – a forum of executive women working to provide women at Applied Materials opportunities to network, leverage best practices, inspire others and develop talent. Outside of Applied Materials, Yvonne has a passion for helping the Austin community. For the last five years, she has served on the Board of Directors for Goodwill of Central Texas, and is currently serving as Vice Chair of that board. She is the proud mother to three young girls – [REDACTED].

Yvonne is regarded as someone who leads by example by individuals that have worked for her. She promotes and encourages positive environments where teamwork can flourish, and individuals are encouraged to grow their skill sets. You can rely on Yvonne to provide direct, honest and open feedback at all times, which truly aids in employee development.

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center – Adult Charter High School
2. Full name Mark Allen Finger  
Home Address 9107 Middlebie Dr. Austin, TX 78750  
Business Name and Address \_\_\_\_\_  
Phone Number \_\_\_\_\_  
E-mail address \_\_\_\_\_
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application Attachment #1 (indicate Attachment number).
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 X Does not apply to me  Yes

4. What was your motivation to serve on the board of the proposed charter school?  
See education as a difference maker for improving our world
5. What is your understanding of the appropriate role of a public charter school board member?  
Oversight, wisdom and guidance
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
30+ years Human Resources experience
7. Describe the specific knowledge and experience that you would bring to the board.  
30+ years Human Resources experience

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
A school and support system aimed at the non-traditional students
2. What is your understanding of the school's proposed educational program?  
Flexible and tailored schooling geared for the non-traditional student
3. What do you believe to be the characteristics of a successful school?  
Belief in the students, strong support systems, teachers and administration who truly care
4. How will you know that the school is succeeding (or not) in its mission?  
Waiting list to get into the school

### Governance

1. Describe the role that the board will play in the school's operation.  
Oversight, wisdom and guidance for financial oversight and student performance
2. How will you know if the school is successful at the end of the first year of operation?  
A waiting list of students wanting to get into the school because our approach and model

Mark Allen Finger

meets their needs and better positions them for success

3. How will you know at the end of four years of the school is successful?

A long list of students who have graduated from high school and are pursuing post high school education

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

1) Hire great school leader 2) Hire great teachers 3) Empower teachers and administrators to truly make a difference

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Talk with School Board Chair or Goodwill President

### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  X Yes

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

X I / we do not know any such employees  Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X I / we do not know any such persons  Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

X I / we do not know any such persons  Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  X I / we or my family do not anticipate conducting any such business  Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

x Does not apply to me, my spouse or family  Yes

Mark Allen Finger

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?  
 Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?  
 Yes  No If so, give details.

**Certification**

I, Mark A. Finger, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Mark A. Finger  
Signature

3/21/14  
Date

Mark Allen Finger

VERIFICATION

State of Texas  
County of Travis

On this day, Mark Allen Finger (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 21 day of March, 2014.

(Notary Public) Lisa M. Babin  
My commission expires February 14, 2018

(SEAL)



Mark Allen Finger



**Mark Finger**  
**Vice President, Global Human Resources**

As vice president of worldwide human resources, Mark Finger works closely with the company's management team to foster a productive working environment through the development of systems to recruit and retain the "best and brightest" employees across the globe. Through these systems, National Instruments has become recognized globally as a preferred employer.

As stated in the company's 100-year plan, the greatest and most sustainable long-term competitive advantage for NI is its culture and employees who directly influence the continued success of the company's key stakeholders. An important component of the NI culture is the goal to preserve the company's "people advantage." With this strategy, NI meticulously hires the best and brightest employees, nurtures a great work environment, and helps employees optimize their talents and drive their careers through superior development opportunities. Finger is an evangelist for driving the message and actions associated with the people advantage throughout the world.

Today, NI employees in Asia, Europe, Latin America, and North America operate more than 40 branch offices and dozens of additional satellite offices; however, no matter where on the globe, NI maintains the same high level of trust and respect. Finger and other members of the NI management team have successfully pursued long-term growth goals for the company while offering thousands of people at NI offices around the world meaningful careers.

*FORTUNE* magazine has recognized NI as one of the "100 Best Companies to Work For" in America for the past 15 years. In the past two years, NI has also been named by the Great Place to Work Institute as one of the "100 Best Companies to Work For" in Germany, Italy, Japan, France, Mexico, and the UK. NI was also named one of the top 25 companies to work for in the world on the inaugural World's Best Multinational Workplaces list in 2011, 2012 and 2013.

Before joining NI as director of human resources in 1995, Finger spent 14 years at Fisher-Rosemount, now Emerson Process Management, in a variety of HR positions. He received his bachelor's degree in marketing from St. Cloud University.

Away from work, Finger is a respected service member in the community and currently serves as board chair for Goodwill Industries of Central Texas. In addition, Finger has served on the board of directors for the Capital Area United Way and INROADS organizations. He also enjoys a long-standing relationship with Town & Country Youth Sports, where he has coached 25 youth teams and served as a commissioner of basketball.

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
  2. Full name Thomas Edward Delisi  
Home Address 1704 Windsor Rd., Austin, TX 78703  
Business Name and Address Delisi Communications: 823 Congress, Ste 1000B, 78701  
Phone Number 512-917-3406  
E-mail address [REDACTED]
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

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4. What was your motivation to serve on the board of the proposed charter school?  
I believe it would enhance chances for many young people (and some not so young people) to gain a better life through the opportunities that only education can provide. My motivation for serving on the board is to implement a successful charter school model that is capable of a greater mission of serving a vulnerable population. As a current board member for Goodwill of Central Texas, we have discussed our efforts in detail, hoping to better understand the needs of those individual who haven't gained a high school diploma or other necessary skills in order to gain a foothold in the working world.

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5. What is your understanding of the appropriate role of a public charter school board member?  
The role of a board member of a charter school is to set the policies, understand proper governance and hold the head of schools accountable for implementation of the visions and policies of the school. There is also a supervisory ethical role in making sure that proper financial safeguards, and personnel are in place to ensure that the financial resources are accounted for and spent wisely and properly. Lastly, I believe the role of a charter school board member is both deeply passionate and at the same time, carries a healthy skepticism regarding the operations of the school. A board member should be someone who is unafraid to ask probing questions and is deeply committed to the population that we aspire to serve. In my experience, board members can help spur key conversations about how the school is achieving its goal, and what changes and steps are necessary when problems inevitably occur.

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6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have no previous charter school board experience, but I have been a board member of

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Goodwill for Central Texas (which will be the sponsoring entity of this charter) and for more than a decade, I have been a successful small business owner since 2003. I have taken a keen interest in this application, traveling multiple times out of state to examine charter schools with a similar mission, and have asked detailed questions of their board members. I believe I have experience in understanding the rules and regulations that each charter must comply in order to be in good standing and I hope to provide assistance in helping raise funds for the school.

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7. Describe the specific knowledge and experience that you would bring to the board.

I have a keen understanding of financial accountability, fiduciary responsibility, project management and a deeper understanding of public policy through my work with the Texas Legislature. I believe that I can assist the board in helping recruit other board members who have deeper professional backgrounds in education. I have been a staunch believer in charter schools, having run a company that helped make the case for expanded charters to policymakers. I understand, in working with my fellow board members, the financial commitment that would need to be made in order to achieve a successful result.

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### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Our belief is that every Texan, at a minimum, needs to gain a high school diploma in order to join the workforce as a productive member, with enough education and momentum to succeed in a first job, and circumstances willing, succeed again and again as the years continue. The mission of The Excel Center is to provide individuals who have dropped out of high school with the opportunity and support to earn a high school diploma and begin postsecondary education. The Excel Center's guiding beliefs will be based upon the culture of Goodwill, which is: Everyone Matters, A Family Strengthening, Integrity, Collaboration, and Lifelong Learning.

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2. What is your understanding of the school's proposed educational program?

My understanding of The Excel Center's proposed educational program is to provide a foundational foothold with the needed skills from a high school diploma, along with additional skills that would allow them to productively enter the workforce. The school will meet students where they are in their education by providing a flexible structure and curriculum delivery, and by helping students to develop supportive relationships that will help them manage work, life, and family responsibilities as they achieve their academic and career goals. Through a blend of traditional high school course requirements and skills training, students will earn credentials that facilitate access to employment with higher wages and career prospects. The school will operate year-round allowing students to complete their education requirements and begin their postsecondary employment journey on an expedited timetable.

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3. What do you believe to be the characteristics of a successful school?

A successful school begins with a safe and productive place to foster learning. At a core level, it requires superb, highly motivated teachers who engage students in deeply personal and unique ways to challenge them, encourage them, and motivate them to achieve their academic goals. The administration and the board must create an environment where these teachers and students feel supported at every level. I also believe that preparing the students for what comes next after completion of their high school education is crucial. Lastly, our schools must acknowledge and address the out-of-school barriers that may keep students from making academic progress.

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4. How will you know that the school is succeeding (or not) in its mission?

Our level of success will be measured by metrics and since we are working with a vulnerable population, we aspire to create metrics of graduation, job placement and other measurable efforts that will show that increasing educational ability translates into increased marketability for our graduates.

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### **Governance**

1. Describe the role that the board will play in the school's operation.

The Goodwill Education Board will report to the Goodwill Board on all compliance related issues, such as student performance, management and administrative practices, student attendance accounting reporting requirements, compliance with generally accepted accounting principles (GAAP) and other guidelines for financial accounting and fiscal management, compliance with special education and bilingual/ESL program requirements, financial and grant reporting requirements, reporting requirements through PEIMS, reporting annual school and student performance to all constituents and the public, and distributing information to parents regarding teacher qualifications.

The GEB will function as an advisory body for the charter school and will bring recommendations to the Goodwill board related to management of the business, property and affairs of the charter school in accordance with Goodwill bylaws. The GEB will include members who have a background in education, charter schools, business, and workforce development. Therefore, the GEB will have more direct oversight of school and student performance, academic programming, and direct operations that support the efforts of the school.

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2. How will you know if the school is successful at the end of the first year of operation?

The Excel Center will be a data-driven, results-focused school. The Head of School must conduct regular data reviews to review school and student performance. On an ongoing basis, individual students will be monitored on a number of key indicators, including attendance, credit attainment (including intermediate student grades mid-session), and increases in TABE scores over time. Instructors are responsible for

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reporting on intermediate metrics and logging them in the student management system. Attendance metrics are gathered daily and reported weekly. The Head of School, who will evaluate these metrics as a means of monitoring growth, will use these ongoing metrics.

The Excel Center's primary goal is graduating students who have not previously succeeded. The postsecondary enrollment metrics indicate whether students have created plans for continuing their education beyond The Excel Center. All performance metrics will be shared regularly with The Goodwill Board and The Goodwill Education Board. The Goodwill Education Board and the Goodwill Board will utilize data to regularly conduct evaluations and reviews of academic, operational, and financial performance.

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3. How will you know at the end of four years of the school is successful?

The school's ongoing success will depend on operating at full capacity with a maximum enrollment of 150 students in each academic year. Performance analysis of the The Excel Centers in Indiana, indicate that the best predictor of diploma attainment is consistent attendance at school. The Excel Center will set a goal of 80% of its students being retained (or graduating) from one term to the next. We have a vision for success and it requires years of hard work, dedication, and fun.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board will need to take many, many steps to ensure that the school is successful, but here are several of the main tasks as I see them:

- Ensuring that The Excel Center adheres to the school model set forth in the charter application.
- Work closely with school leadership in setting The Excel Center annual goals, to be then shared with the Goodwill Board for final approval.
- Review approved budget versus actual revenue and expense.
- Monitor the school's key performance indicators
- Bring recommendations to the Goodwill Board based on how well the school is performing its set annual goals
- Serve as ambassadors to the community.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If, after reviewing the facts surrounding the circumstance(s), I suspected that one of the members of the school board were not acting ethically or in bad faith, then I would ask for their resignation from the board. If they failed to resign when asked, I would convene an emergency board meeting and request that they be immediately removed from the board. Our charter, if granted, will not have any tolerance for ethical misconduct.

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**Disclosures**

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

Several of the Goodwill Education Board members are current colleagues on the Goodwill Board.

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

---

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
Delisi Communications and Flintrock Consulting

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8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

---

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

---

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

---

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

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12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

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13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

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### Certification

I, Ted Delisi, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

  
\_\_\_\_\_  
Signature

03/26/2014

\_\_\_\_\_  
Date

VERIFICATION

State of Texas

County of Travis

On this day, Thomas Edward Delisi (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 26 day of

march, 2014.

(Notary Public) Heather Marie Briscoe

My commission expires 10/20/15

(SEAL)





## **Ted Delisi, Partner, Delisi Communications**

Ted Delisi formed his own government relations and political affairs firm, Delisi Communications, after successfully directing legislative, Congressional and statewide campaigns in Texas and across the nation. He brings more than a decade of experience in political strategy, government relations, media and grassroots advocacy. In 2005, Ted and his wife were named by Texas Monthly as two of the most powerful 25 political leaders in Texas politics.

Ted began his career in electoral politics by successfully directing two State Senate campaigns, which proved decisive in achieving a Republican majority in the Texas Senate for the first time since Reconstruction. Ted then assisted the first Republican Hispanic candidate to win statewide office in Texas, helping Tony Garza through a successful primary and general election. Ted also served as press secretary and communications director for then-Attorney General John Cornyn, where he managed a large communications and speechwriting staff.

When Karl Rove moved full-time to the Bush Presidential campaign in 1999, Ted purchased Rove's consulting and direct mail company. The new company served as the sole direct mail fundraising firm for the Bush/Cheney campaign in 2000 and coordinated the get out the vote and direct mail efforts in several key battleground states. He additionally served as a direct mail consultant to various Senate, Congressional and national party efforts across the nation.

In 2002, Ted served as the general consultant and chief strategist for John Cornyn's successful campaign for U.S. Senate. He additionally served as the direct mail consultant for Governor Perry's 2002 and 2006 elections. Senator Cornyn won the largest victory for any Republican in an open U.S. Senate race in Texas history and the Washington Post wrote of the management of the race: "Cornyn's race has been virtually error-free."

Ted has continued to serve as a successful political strategist for a variety of political and, increasingly, corporate clients. His recent work includes directing the bipartisan "Yes on 12" lawsuit constitutional amendment on medical liability reform. As a partner in Delisi Communications, Ted provides turnkey solutions for corporate government relations and public relations efforts.

Ted grew up in Temple, Texas and is a graduate of Vanderbilt University, where he earned a bachelor's degree in Political Science. A sixth generation Texan, Ted and his wife, Deirdre, reside in Austin. Ted and Deirdre are proud parents of twin boys and a daughter.

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve	<b>The Excel Center</b>
2. Full name	<b>Michael John Lustina</b>
Home Address	<b>5903 Lost Horizon Drive, Austin, Texas, 78759</b>
Business Name and Address	<b>Research+Data Insights, A H+K Strategies Company 98 San Jacinto Blvd Austin, Texas 78701</b>
Phone Number	<b>512-432-1763</b>
E-mail address	<b>Michael.Lustina@researchdatainsights.com</b>
<input type="checkbox"/> Resume and professional bio are attached here. <input checked="" type="checkbox"/> Resume and professional bio are attached elsewhere in the application (indicate Attachment number).	
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. X Does not apply to me <input type="checkbox"/> Yes	
4. What was your motivation to serve on the board of the proposed charter school? I want to be part of providing opportunity for helping people who are less fortunate improve their opportunity in live through education.	
5. What is your understanding of the appropriate role of a public charter school board member? I believe the appropriate role is to identify the right people who can run the school successfully and ensure they are able to perform their job by providing them guidance when needed and by ensuring they are accountable.	
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have a Doctorate in Educational Psychology. A large part of my studies included evaluating programs developed to help students succeed in education, including alternative curriculums for those students who were unable to be successful in the traditional classroom.	
7. Describe the specific knowledge and experience that you would bring to the board. Beyond my educational background, my experience revolves around data analysis. My work involves implementing metrics for organizations to help them make decisions and	

to evaluate programs they are implementing.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to provide a path of education to those who have been unable to complete High School with an alternative route so that they can obtain a high school diploma and potentially more. The guiding belief is that providing this opportunity to this population will open up opportunities for them to be successful and contribute in a positive way to our community. Each individual deserves an opportunity to obtain an education and gain access to the opportunities it provides.

2. What is your understanding of the school's proposed educational program?

The educational program will be designed to provide each student with an individualized plan that will give them the best opportunity to obtain their diploma and potentially more. Courses are designed so that each individual is able to move through the course at the pace that works for them and their life. The classwork will mostly include students working through material with a teacher available to provide guidance when necessary.

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school include the experienced people who care, a curriculum structured for the students, and students who want to learn. In addition, there needs to be objectives that are measureable so that all parties are working toward similar standards.

4. How will you know that the school is succeeding (or not) in its mission?

Success will be determined by obtaining feedback from stakeholders and by measuring key success metrics. Stakeholders will include those who work in the school as well as students. Key metrics will include enrollment, graduation rate, workforce metrics such as industry certifications, and post-secondary metrics such as college credits obtained through the program.

### **Governance**

1. Describe the role that the board will play in the school's operation.

The Goodwill Central Texas Board will oversee the operations of the board that has been delegated authority to run the school's operations, The Goodwill Education Board. The Goodwill Central Texas Board oversight will include being the authority for grievances, adopting budget, and adopting policies presented to it.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be judged based on progress towards the goals and measurement key success metrics such as the enrollment, graduation rate, and workforce metrics

discussed in previous section.
3. How will you know at the end of four years of the school is successful?
The goals and key success metrics we identify will be our measure of success each year. Progress will be measured each year and in year four our expectation is that we will have continued to demonstrate improvement across metrics.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The charter school board needs to provide guidance in the plan for success as well as accountability to the identified leaders of the charter school. The charter school board will assure the school leaders adhere to the school model and ensure leaders are making progress on annual goals as well as long term key success metrics.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would discuss the matter with my peers on the Goodwill Central Texas Board. It is the role of the full board to discuss and decide on the appropriate actions for this type of situation.

### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. X I / we do not know these individuals <input type="checkbox"/> Yes
2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. X I / we do not know any such employees <input type="checkbox"/> Yes
3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. X I / we do not know any such persons <input type="checkbox"/> Yes
4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

<input type="checkbox"/> Not applicable because the school does not intend to contact with an education service provider or school management organization. <input checked="" type="checkbox"/> I / we do not know any such persons <input type="checkbox"/> Yes
<p>5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.</p> <input type="checkbox"/> N/A <input checked="" type="checkbox"/> I / we or my family do not anticipate conducting any such business <input type="checkbox"/> Yes
<p>6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.</p> <input checked="" type="checkbox"/> Does not apply to me, my spouse or family <input type="checkbox"/> Yes
<p>7. List all business or organizations of which you are a partner or in which you have a majority interest.</p> <p>None</p>
<p>8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:</p> <p>None</p>
<p>9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, please state the compensation you expect to receive. <p>Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.</p>
<p>10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, please state the compensation you expect to receive. <p>Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.</p>
<p>11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt,</p>

uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

**Certification**

I, Michael Lustina, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

  
Signature 3-26-14  
Date

**VERIFICATION**

State of Texas  
County of Harris

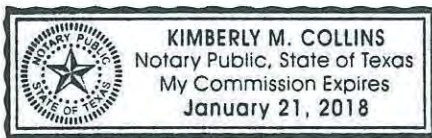
On this day, Michael Lustina (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this March day of  
26<sup>th</sup>, 20 14.

(Notary Public) 

My commission expires Jan 21, 2018

(SEAL)



# Michael Lustina, Ph.D.

President and Chief Operating Officer  
Research + Data Insights

+ + + + + + + + + + + + + + +

## Current Position

Michael Lustina brings to Hill+Knowlton Strategies more than a decade of experience working with Fortune 500 companies to improve their global brand position and stakeholder relationships. He currently oversees US Research and manages the global operations of Research+Data Insights, the organization that provides H+K Strategies clients with data analytics and primary research to establish strategic and effective communications to their key stakeholders. Lustina was also integral in developing the 360° Reputation Monitor, through which the firm provides clients with a comprehensive system of metrics for analyzing strengths and weaknesses across all key stakeholders.

## Prior History

Prior to joining Hill+Knowlton Strategies, Lustina was an assistant vice president with Symmetrics Marketing Corp., where he managed client relationships with a focus on international research. In that role he managed large-scale research projects and consulted with clients on applying the results to their business decisions. Before that, Lustina served as a senior research executive with Millward Brown IntelliQuest.

His earlier experience was related to the specialty of psychometrics in the field of education. He was a program specialist in the office of internal assessment and evaluation at the Southwest Educational Development Laboratory.

Lustina holds a doctorate in educational psychology, with a specialization in quantitative methods/psychometrics, from the University of Texas at Austin.



Research + Data Insights  
98 San Jacinto Blvd. Suite 1200  
Austin, TX  
Tel: +1 512.432.1763  
Fax: +1 512.474.0120

[Michael.Lustina@ResearchDataInsights.com](mailto:Michael.Lustina@ResearchDataInsights.com)

**rdi** RESEARCH+DATA  
INSIGHTS



**Michael J. Lustina**  
**5903 Lost Horizon Drive**  
**Austin, Texas 78759**  
**(512) 560-0741**  
**Michael.Lustina@researchdatainsights.com**

**VITA**

**Work Experience**

*President and COO, Research+Data Insights* *January 2012 – present*  
*Executive Vice President, H+K Strategies* *January 2011 – present*

Serve on the US Executive team for H+K Strategies and manage the global operations of Research+Data Insights (RDI), the organization that provides H+K Strategies clients with data analytics and primary research. RDI provides insights to C-Level executives primarily within fortune 100 companies.

*Public Strategies, Inc.* *August 2006 – December 2010*

Hired as Research Director and promoted to Managing Director. Worked with clients to develop strategic direction for their company and provide consulting around research findings to help clients manage their brand and communication messaging.

*Symmetrics Marketing Corporation* *March 2001 – July 2006*

Hired as an Account Manager and promoted to Senior Account Manager in 2003 then Assistant Vice President in 2005. Position involved managing client relationships with a focus on international research. Responsibilities included designing research studies, managing a project team to complete research, analyzing results, and consulting with clients on applying results to their business decisions. Within one year of promotion to Assistant Vice President, grew largest account from \$3 million to over \$7 million annually.

*Millward Brown IntelliQuest* *January 2000 – March 2001*

Senior Research Executive in the Custom Research Services Department. Responsibilities included managing market research projects and their teams. Project work included writing proposals, creating and managing budgets, writing questionnaires, collecting and analyzing data, writing reports, and presenting results to clients.

*Southwest Educational Development Laboratory* *August 1999 – January 2000*

Program Specialist in the Office of Internal Assessment and Evaluation. Worked with SEDL programs to create an evaluation component. The position involved writing evaluation proposals, estimating evaluation time, creating questionnaires, collecting data, and writing reports.

**Education**

|                     |             |                      |
|---------------------|-------------|----------------------|
| University of Texas | PH. D. 2005 | Quantitative Methods |
| University of Texas | M.A. 1998   | Program Evaluation   |
| Wabash College      | B.A. 1995   | Psychology           |

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Excel Center
2. Full name Paula J. Campbell  
Home Address 5916 Gorham Glen Ln., Austin, TX 78739  
Seton Administrative Offices, 1345 Philomena St. Suite  
Business Name and Address 402 Austin, TX. 78723  
Phone Number 512-324-5895  
E-mail address pcampbell@seton.org
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
X Does not apply to me  Yes

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4. What was your motivation to serve on the board of the proposed charter school?  
Passion for education and connection of proposed school to Goodwill mission. I am a parent of a college student, but have seen many non-college bound students left behind by today's public school system.

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5. What is your understanding of the appropriate role of a public charter school board member?  
Ensure quality outcomes of the charter school programs in a fiscally responsible manner.

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6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Leadership Austin graduate, Goodwill Industries of Central Texas Board, Board member of Cedar Park Regional Medical Center, CFO of non-profit Healthcare system. These roles have given me an understanding of employment needs in the Austin area

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7. Describe the specific knowledge and experience that you would bring to the board.  
My financial and Board experience will assist the board in strategically planning for desired outcomes, monitoring performance against goals. My non profit experience is valuable in balancing mission in a fiscally responsible manner.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The school's mission is to provide a high school diploma to students who have not been successful in traditional education settings. The guiding beliefs are consistent with Goodwill's values of everyone matters, integrity, collaboration and family strengthening.

2. What is your understanding of the school's proposed educational program?  
The school will meet Texas graduation requirements for a high school diploma and coordinate with technical certificate requirements.

3. What do you believe to be the characteristics of a successful school?  
Paula J. Campbell

A strong curriculum that is tied to practical skill development that enables students to be marketable in the current work environment. The school must have strong relationships with employers and and proactively adapt the curriculum for changes in technology and the workforce landscape. Barriers to consistent attendance must be addressed and non traditional resources will be to reduce barriers.

4. How will you know that the school is succeeding (or not) in its mission?

A successful school will produce a high percentage of graduates who attain and sustain employment in higher numbers than the average high school graduate

### Governance

1. Describe the role that the board will play in the school's operation.

Ensuring school curriculum meets State education requirements and students successfully complete the requirements

2. How will you know if the school is successful at the end of the first year of operation?

A majority of the students will be making academic progress towards completing the education requirements to receive their high school diploma

3. How will you know at the end of four years of the school is successful?

The school will have a track record of high graduation rates, strong applicant pool for new classes and graduates will be employed or pursuing additional education

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Hire administrative staff with successful educational track record, ensure funding is appropriate, track and advise on goal setting and achievement

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Address the individual behavior directly and if determined it has undermined the school's or a student's best interests take appropriate action to remedy immediately

### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

I am a board member of the Goodwill Board of Central Texas

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of

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that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

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6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

n/a

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

n/a

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

#### Certification

I, Paula Campbell, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Paula Campbell  
Signature

3.21.14  
Date

VERIFICATION

State of Texas

County of TARRANT

On this day, Paula Campbell (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 21<sup>st</sup> day of

March, 2014.

(Notary Public) Judith Lewis

My commission expires October 28, 2015

(SEAL)



## Paula J Campbell

5916 Gorham Glen Ln. ■ Austin, TX 78739 ■ Phone: 512-423-1806 ■ Email: [REDACTED]

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### Career Goal: Healthcare Accounting

*Dedicated executive with experience developing and implementing financial systems, strategies, processes and controls to facilitate company growth. Proven track record in building systems and best practices, cost-reduction, capital procurement, and joint ventures in the healthcare industry. Strive to bring value to a top quality company and seek opportunities to create value for a winning team through hard work and loyalty.*

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### Experience

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SETON HEALTHCARE FAMILY — AUSTIN, TX

5/1998 TO PRESENT

#### Associate CFO and VP of Finance

Oversee Finance reporting and planning functions for the leading provider of healthcare services in Central Texas. Supervise staff while performing long range financial planning, financial analysis, performance goals establishment, A/P, cash management, budgeting, projections, and payroll. Develop and manage relationships and strategize to strengthen overall financial performance.

#### Key results:

- Improved integrity of financial reporting and assimilated new acquisitions.
- Developed robust financial planning process that includes mid-month forecasts, rolling five quarter forecasts, annual operating plan and five year long range financial plan.
- Implemented cost accounting system and improved analytics for improvement opportunities, capital planning and service line management.
- Liaison with Ascension Health financial staff for Seton in financial reporting and planning. Served on multiple workgroups to improve integrity and consistency.
- Evaluated joint venture opportunities and performance.
- Serve on multiple Seton committees to evaluate strategy, new business initiatives and monitor performance.
- Developed capital plans resulting in approval and construction of three new hospitals and expansion of others.

TEXAS HEALTH RESOURCES — DALLAS, TX

9/1997 to 5/1998

#### CFO and VP of Finance for Presbyterian Hospital of Dallas

Selected for newly created CFO position after the merger of Presbyterian Healthcare System and Harris Methodist Health System, forming Texas Health Resources. Presbyterian Hospital is a 655-bed hospital with budgeted net revenues of approximately \$300 million in 1998.

#### Key results:

- Facilitated merger of financial activities from Presbyterian system into merged system.
- Developed stand alone financial structure to support Presbyterian Hospital of Dallas

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PRESBYTERIAN HOSPITAL OF DALLAS

1990 – 1997

#### Director of Financial Planning and Operations

Presbyterian Healthcare System was a network of four acute care hospitals, a retirement village and multiple joint ventures. Responsibilities included budgeting, strategic financial planning, cost accounting, accounts payable, payroll and property accounting for the Network. Additional duties included serving as Finance liaison to Presbyterian Hospital of Dallas, which entailed participation in senior management meetings, coordination of financial requests with the centralized finance functions in Business Office, General Accounting, Reimbursement and Network CFO.

LEONARD ENTERPRISES — FORT WORTH, TX

1983 – 1990

#### Controller

Leonard Enterprises was a family-owned business, with consolidated net worth of \$80 million. Business ventures included oil and gas, agriculture, hotel and real estate joint ventures. Responsibilities included general accounting, tax return preparation, cash and debt management, budget and information systems.

## Paula J Campbell

5916 Gorham Glen Ln. ■ Austin, TX 78739 ■ Phone: 512-423-1806 ■ Email: [REDACTED]

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### Education

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TEXAS A&M UNIVERSITY - COLLEGE STATION

**Bachelor of Science Accounting** 1983

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### Personal

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WILLIAMSON SURGERY CENTER - ROUND ROCK, TX

**Board Member**, 2010 to Present

GOODWILL INDUSTRIES OF CENTRAL TEXAS — AUSTIN, TX

**Board Member**, 2001 to 2010

**Audit Committee member/chair**, 2010 to Present

References available upon request.



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
2. Full name Issam M. Bakir  
Home Address 24 Woodland Loop, Round Rock, TX 78664  
Business Name and Address TNT Asset Management, LLC, 105 E. Main St., Round Rock, TX 78664  
Phone Number 512-255-1600  
E-mail address sbakir@tntfinancial.com
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes
4. What was your motivation to serve on the board of the proposed charter school?  
To better contribute to enhancing our community.
5. What is your understanding of the appropriate role of a public charter school board member?  
To ensure fulfillment of the schools' obligations
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Served on Texas Asian Foundation Board, Rotary Club/Board, Chamber Board
7. Describe the specific knowledge and experience that you would bring to the board.  
Financial experience. I am a Certified Financial Planner.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
Provide an opportunity for adults to obtain a high school diploma.
2. What is your understanding of the school's proposed educational program?  
Year round educational program geared towards adult dropout and in compliance with TEKS and Texas Standards.
3. What do you believe to be the characteristics of a successful school?  
Help students overcome barriers outside the classroom.
4. How will you know that the school is succeeding (or not) in its mission?  
Percentage of students who complete their diploma are ready with job skills.

### Governance

1. Describe the role that the board will play in the school's operation.  
Monitor mission accomplishments.
2. How will you know if the school is successful at the end of the first year of operation?

Issam M. Bakir

Check performance on the Accuplacer exam and percent of students that are college or career ready.

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3. How will you know at the end of four years of the school is successful?

Achieved enrollment of 150 students in each academic year and achieved retention of 80% from one term to the next.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? *adherence compliance with plan*

*Get updated Progress & status reports to confirm adher & plan*

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

*Investigate Gather facts from all parties & ask for resignation in case of unethical behaviour*

#### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

*per currently serving on Goodwill Board together.*

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

*on Goodwill Board*

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
TAT Asset Management, LLC and TAT Financial Services, Inc.

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

#### Certification

I, Issam M. Bakir, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

  
Signature

03/25/2014  
Date

VERIFICATION

State of Texas

County of Travis

On this day, Issam Bakir (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 25th day of March, 2014.

(Notary Public) Kelly J. Kamerer



My commission expires 2/21/17

(SEAL)



## ISSAM “SAM” BAKIR, CFP®



*Sam Bakir*, a Certified Financial Planner, has been president of *TNT Financial Services, Inc.*, located at *106 North Mays Street in Round Rock, Texas 78664*, since 1989.

Sam offers full service financial planning to individuals and small business owners, specializing in qualified plans as well as tax planning, retirement planning, estate planning, succession planning and employee incentives.

He graduated from The University of Texas, BSEE, in 1972 and in 1974 he travelled to the Middle East to work with a Houston based company who were consultants to the Oil Consortium where he worked on the design of petrochemical plants. Later while working for a Dutch company, also consultants for the Oil Consortium, he became a specialist in cathodic protection. 1978 Sam managed the Middle East operations for international companies based in the UK and Switzerland. Sam returned to Texas in 1987 where he made a career shift to the financial industry. In 1992 he earned his CFP® designation (Certified Financial Planner) after completing required courses from the College of Financial Planning.

Sam co-founded The Austin Associate Society of The Institute of Certified Financial Planners and served as president for three years. He was instrumental in negotiating a merger between the local chapters of The Institute of Certified Financial Planners and The International Association of Financial Planners. He also served as the President and Chairman of the Greater Austin Financial planning Association. He co-founded The Lone Star Planner's Conference and took a leading role in planning the conference for three years. This conference covered financial planners from the entire State of Texas.

He was a founding member of the Central Texas Financial Literacy Coalition and taught classes on the subject. He has been a speaker at The Texas Association of Business Brokers Annual Convention in Dallas, and at their regional meeting in San Antonio where he presented case studies to members and associates which included lawyers, CPAs, and other professionals. Sam has a great deal of expertise in retirement plans and stays up to date on the latest IRS regulations and plan designs. He has been a speaker on Qualified Plans to the Financial Planning Association.

Sam is active in the Rotary Organization and has served as President of the Rotary Club of Austin-Silicon Hills. For the last 10 years he has been an investor in the Momentum Club which is a sister club to The Round Rock Chamber of Commerce, and he is currently serving on the Board of the Texas Asian Chamber of Commerce and the Texas Asian Foundation.

Sam works closely with business owners and professionals on all aspects of financial planning which includes tax reduction, retirement, distribution, exit and estate planning strategies. Sam helps business owners plan for the single most critically important financial event of their life, the transition out of their business.

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
2. Full name Anne Louise Morgan
- Home Address 2512 Tom Miller, Austin, TX, 78723
- Business Name and Address City of Austin, P.O. Box 1088, Austin, TX, 78767
- Phone Number 512.659.2097
- E-mail address [REDACTED]

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
- Does not apply to me  Yes

---

4. What was your motivation to serve on the board of the proposed charter school? **I believe in the mission of Goodwill Industries of Central Texas (GICT), and the mission of The Excel Center. I believe that I have an obligation to help others in our community to achieve higher goals.**

---

5. What is your understanding of the appropriate role of a public charter school board member? **As a board member I have a duty to oversee the charter school and the performance of the students and the professionals involved with running the school.**

---

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. **Although I have not served on the board of a charter school before, I do have experience on other non-profit boards. Currently I am the secretary of the GICT Board of Directors. In the past I have served on the boards of Austin Groups for the Elderly and Reading is Fundamental, and I have acted as a hands on volunteer for many other entities.**

---

7. Describe the specific knowledge and experience that you would bring to the board. **I have practiced law for over 26 years. I have significant experience reviewing, interpreting and drafting legislation. I have been an advocate and a counselor for clients. I am comfortable in the role of a fiduciary.**

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **The mission of the Excel School is to provide high school drop outs with a realistic opportunity to complete their high school degrees and to begin a fulfilling career. Our guiding beliefs dovetail those of Anne Louise Morgan**



**GICT: Everyone matters; family strength is paramount; transparency and honesty are our touchstones; we collaborate on all decisions and projects; and we strive to help every person enjoy life- long learning.**

---

2. What is your understanding of the school's proposed educational program? **The basic focus is to provide an environment that allows all students to be successful and graduate with a high school degree. Beyond that, we hope that the students will embrace career paths and lifelong learning.**

---

3. What do you believe to be the characteristics of a successful school? **Our goal is to have a full fledged academic program, with a maximum enrollment of 150 students in each academic class. We will have a goal of 80% of students remaining in school from one term to the next.**

---

4. How will you know that the school is succeeding (or not) in its mission? **We will focus on data and metrics to test whether our students are successful. We will monitor graduation rates, and the number of students who are able to continue on to college.**

---

#### **Governance**

1. Describe the role that the board will play in the school's operation. **The GICT board will review and evaluate the academic and financial performance of the school. We have delegated many powers and duties to the Goodwill Education Board (GEB), but the GICT will retain final authority over duties as outlined in 19 TAC.**

---

2. How will you know if the school is successful at the end of the first year of operation? **Our goal is to operate at full capacity with a maximum of 150 students, and to have 80% of those students pass on to the next step at the end of the term.**

---

3. How will you know at the end of four years of the school is successful? **When we have students, who were previously unable to graduate from high school, reach that goal and find fulfilling employment, and/or go on to college.**

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **We must keep data and review it for attendance, credit attainment, and increases in TABE scores.**

---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **I would address the issue head on. My obligation is to the entity, not to any individual. As such, I would bring the matter to the attention of the CEO and the full board.**

---

**Disclosures**

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

**We are fellow board members of Goodwill Industries of Central Texas.**

---

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

**none**

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

**none**

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

**none**

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

**none**

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

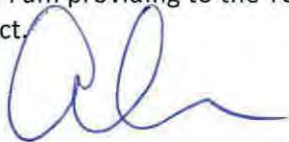
Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

### Certification

I, Anne Louise Morgan, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.



Signature

3/21/14

Date

Anne Louise Morgan

VERIFICATION

State of Texas

County of Texas

On this day, 3/21/14 (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

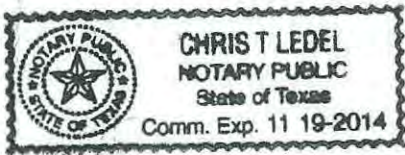
Subscribed and sworn to before me this 21st day of

March, 2014.

(Notary Public) [Signature]

My commission expires 11/19/2014

(SEAL)



**ANNE L. MORGAN**

**EMPLOYMENT**

**DEPUTY CITY ATTORNEY**  
City of Austin

November 2011 – present

**CHIEF OF LITIGATION**  
City of Austin

August 2004 – November 2011

- Manage all litigation filed by and against the City of Austin and its employees.
- Directly supervise all employees in the Litigation Division.
- Participate in the Law Department Executive Team, including budget and strategic planning.
- Supervise outside counsel retained by the City in litigation matters.
- Handle media inquiries regarding litigation.

**ACTING CHIEF OF MUNICIPAL OPERATIONS**  
City of Austin

February 2010 - June 2011

- Provide leadership for the general counsel lawyers who address legal questions involving all aspects of city operations and finances, including purchasing, elections, contract drafting and review, economic development, open meetings, public information, ethics, and health and safety issues.
- Directly advise City Council and City Management regarding legal issues.

**DEPUTY DIVISION CHIEF, TORT LITIGATION**  
Office of the Attorney General

October 2000 – July 2004

- Represented the State and its employees in medical malpractice and other complex civil litigation cases.
- Supervised lawyers and support staff within the division.
- Taught numerous in house continuing legal education classes.
- Participated as a faculty member for the National Association of Attorneys General (NAAG), by teaching a weeklong Trial Advocacy class twice a year.

**PARTNER**  
Bowcock & Morgan, L.L.P.

June 1997 - Sept 2000  
Austin, TX

- Partner in a civil litigation law firm specializing in medical malpractice and other personal injury cases.
- Retained as a mediator for civil litigation cases.

**SECTION CHIEF, TORT LITIGATION**  
**ASSISTANT ATTORNEY GENERAL, TORT LITIGATION**  
Texas Attorney General's Office

Sept. 1995 - May 1997  
Feb. 1992 - Sept. 1995  
Austin, TX

- Represented the State of Texas, its physicians, nurses and other employees in medical malpractice cases.
- Supervised a team of lawyers and support personnel.

**DEPUTY GENERAL COUNSEL**  
**STAFF ATTORNEY**  
National Federation of Federal Employees (NFFE)

Feb. 1991 - Sept. 1991  
Oct. 1987 - Feb. 1991  
Washington, D.C.

- Represented federal workers in litigation, mediation, arbitrations, and appeals.
- Advised NFFE members and management about legal issues, negotiated contracts, and conducted trainings throughout the United States.

### ***EDUCATION***

J.D. The American University, Washington College of Law 1987

B.A. The University of Texas; Major: Plan II (Honors Liberal Arts Program) 1983

### ***FURTHER TRAINING***

Diploma, National Institute for Trial Advocacy, Teaching Advocacy Skills 2001

Certified Mediator, Dispute Resolution Center 1999

### ***BAR MEMBERSHIPS AND ACTIVITIES***

- Licensed by the Supreme Court of Texas, and the United States District Court for the Western District of Texas
- Member of the State Bar of Texas
- Member Austin Bar Association
- Member Travis County Women Lawyers Association;  
Recipient, Government Lawyer Award 2012
- Member Texas City Attorneys' Association

## ***COMMUNITY ACTIVITIES***

### *Current:*

- Board Secretary, Goodwill Industries of Central Texas
- Regional Interviewer for Phillips Exeter Academy
- Volunteer mediator for Austin Bar Association Fee Dispute Committee

### *Former:*

- Board Member for Reading is Fundamental (now BookSpring)
- Volunteer at the Blanton Museum
- Board Member for Austin Groups for the Elderly
- Hotline lawyer with the Women's Advocacy Project
- Mediator for Travis County Settlement Week
- Volunteer lawyer with Volunteer Legal Services
- Tutor for Literacy Austin
- Mentor for students in both Kealing and Mendez Middle Schools in Austin

## ***INTERESTS***

- Art
- Gardening

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
2. Full name Leslie L Gage
- Home Address 705 Windsong Trail, Austin, TX 78746
- Business Name and Address Gage Furniture, PO Box 5816, Austin TX 78763
- Phone Number 512-750-3918
- E-mail address [REDACTED]

Served as President of Gage Furniture, Austin TX. Served as President of LLG-FLP-LP of Austin TX real estate holding firm. Served on the Austin City Council, served as President of United Way, and many other nonprofits serving the public interest. Attended the University of Texas and Harvard Business School. Married to Winnie MacIver Gage for 59 years, four grown children and six gran children and two great grandchildren.

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (indicate Attachment number).
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
- Does not apply to me  Yes
- I have never served on a school board. My wife served on the Austin School board in 1973.
4. What was your motivation to serve on the board of the proposed charter school?  
What a wonderful thing to be able to enable people to complete their education and achieve their employment and life goals.
5. What is your understanding of the appropriate role of a public charter school board member?  
To provide an environment where the student can receive an appropriate instruction from a teacher who can guide the student. To be sure that the school is operating on sound financial ground, and that we do that using key indicators to measure progress of the student and the school.
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Never served on a school board, but I have served on the board of lots of public bodies, including the Chairman of the committee that built the "Town Lake Trail System". And many other public service boards.
7. Describe the specific knowledge and experience that you would bring to the board.  
I know how to hire people, how to read balance sheets, and how to manage business...and I have a passion for education.



### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to provide people who did not finish high school, a chance to earn a high school diploma, and begin to decide to continue their education by attending college or University, or to develop a career path to a meaningful job or profession.

---

2. What is your understanding of the school's proposed educational program?

To help students complete their high school education by using individual programs to fit them and their goals, using life coaches as well as teachers to help them focus on achieving their goal

---

3. What do you believe to be the characteristics of a successful school?

Happy well-adjusted students working towards achieving their goal of getting a high school diploma

---

4. How will you know that the school is succeeding (or not) in its mission?

I think we will know the school is successful, when we graduate 90% of our students, and they are happy with the results and find their way to further their education or develop job skills, and become responsible members of the community

---

### Governance

1. Describe the role that the board will play in the school's operation.

Evaluate Head of School during the year...check school enrollment and attendance, number of credits attempted, number of credits earned number of graduates, and the school staff...finances

---

2. How will you know if the school is successful at the end of the first year of operation?

Set annual goals and track them at year end to see what we achieved and what we need to work on...Do we have a happy achieving student body?

---

3. How will you know at the end of four years of the school is successful?

Look at our graduate rate and credit earned and where we have our students gone who have graduated in the past four years...additional school? jobs, earning ability.

---

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Work closely with the head of school and faculty...review and approve the budget, recruit students, monitor their performance, serve as ambassadors to the community to be sure they know what is we are doing and how they might help.

---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Ethics of the board are one of the most important things... for the board... and if someone is not in compliance, then we must work with the head of school and the board chair to see that the person is removed and situation handled ASAP.

---

### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

I know these individuals as members of the Goodwill board

---

2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

---

3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

---

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

---

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

---

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
Gage Furniture of Austin and LLG-FLP-LP of Austin

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8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

No experience with Charter Schools

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9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

---

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

---

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

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12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

---

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

---

I, Leslie Gage, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Leslie Gage  
Signature

3-25-14  
Date

VERIFICATION

State of Texas  
County of Travis

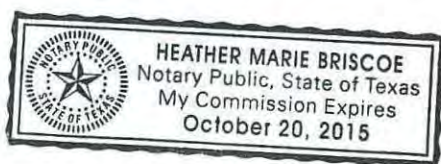
On this day, Leslie Gage (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 25 day of march, 2014.

(Notary Public) Heather Marie Briscoe

My commission expires 10/20/15

(SEAL)



## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve Excel Center
2. Full name Yvonne Marie VanDyke  
Home Address 1506 New York Avenue, Austin, Texas 78702  
Business Name and Address Seton Healthcare Family, 1345 Philomena Street, Suite 253, Austin, Texas 78723  
Phone Number 512-324-8932  
E-mail address [REDACTED]  
 Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

- 
4. What was your motivation to serve on the board of the proposed charter school?  
I am motivated by being able to make a contribution to something that changes lives. I spent more than twenty five years as an educator in the community college where I could see firsthand the life changing impact education had on adult students and their families. And, while the education these individuals received was life-changing, many of the barriers that they were challenged to overcome can be minimized and/or mitigated by being able to earn a high school diploma and begin postsecondary education through this charter school experience.
  5. What is your understanding of the appropriate role of a public charter school board member?  
The appropriate role of a public charter school board member is to fulfill the obligation of public trust by overseeing the quality of the educational program; ensuring the school adheres to the school model set forth in the charter application submitted to the Texas Education Agency; fulfilling the fiduciary role of careful stewardship of resources; and ensuring policies and practices are legal and ethical.
  6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have experience serving on boards, including Hospice Austin where I am on the Board of Directors and chair the Process Improvement Committee. I also currently serve on the Goodwill Industries of Central Texas Board and the Cedar Park Regional Medical Center Boards.
  7. Describe the specific knowledge and experience that you would bring to the board.  
I have experience in strategic planning and budget development oversight/management. I am familiar with many regulatory requirements related to education. I have a background in curriculum development and experience in developing educational programs that provide transition opportunities from secondary schools to college.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
My understanding of the school's mission is to provide the opportunity for students that have not previously been successful in achieving a high school diploma to do so. Guiding beliefs that will give direction to the school are: Everyone matters – each student treated as an individual; A Family Strengthening perspective maximizes the potential for positive outcomes; Integrity – the Excel Center will base its operations on the highest code of moral and ethical character; Collaboration – leveraging the extensive network of Goodwill to provide maximum support for every student; and value for Lifelong Learning.

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2. What is your understanding of the school's proposed educational program?  
High school diploma and career and technical education certifications and pathways.

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3. What do you believe to be the characteristics of a successful school?  
A successful school has a strong curriculum, talented and highly competent leaders and teachers, a commitment to providing every student with the best education experience possible, a strong board, adequate education and training resources, and access to resources, either alone or through collaboration with others, to address out-of-school barriers that may keep students from making academic progress.

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4. How will you know that the school is succeeding (or not) in its mission?  
The school will be succeeding if it meets and or exceeds the annual goals that include metrics associated with student enrollment, student attendance and retention, credit attainment, number of graduates, number of students participating in dual credit or certification training.

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### **Governance**

1. Describe the role that the board will play in the school's operation.  
The Goodwill Board has created the Goodwill Education Board. The Goodwill Education Board will function as an advisory body for the charter school and will bring recommendations to the Goodwill Board related to management of the business, property and affairs of the charter school in accordance with Goodwill bylaws.

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2. How will you know if the school is successful at the end of the first year of operation?  
At least 80% of the students enrolled are retained and making academic progress toward completing the high school diploma curriculum.

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3. How will you know at the end of four years of the school is successful?  
The school will have met and/or exceeded all of the goals related to enrollment, retention, and graduation.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
The charter school board will need to be very engaged in the governance of the school including regular and frequent monitoring of progress toward goal attainment.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
Begin by speaking with the board member directly about the behavior and if necessary

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raise the issue through the appropriate Board structure for review and action as appropriate.

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### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

I have served on the Goodwill Industries with them and work at the same organization with Paula Campbell.

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

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6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?  
 Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?  
 Yes  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?  
 Yes  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?  
 Yes  No If so, give details.

#### Certification

I, Yvonne Marie VanDyke, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Yvonne Marie VanDyke  
Signature

March 21, 2014  
Date



VERIFICATION

State of Texas

County of Travis

On this day, Yvonne Marie VanDyke (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

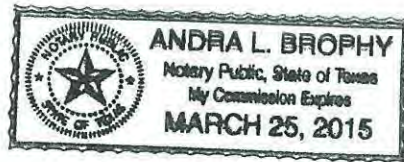
Subscribed and sworn to before me this 21st day of

March, 2014

(Notary Public) Andra L Brophy

My commission expires 3/25/2015

(SEAL)



# Curriculum Vitae

**YVONNE M. VANDYKE, MSN, RN**  
**RWJF Executive Nurse Fellow**

*Senior Vice President for Nursing and Clinical Education Center*

(work) 1345 Philomena Street, Suite 253, Austin, TX 78723 | (512) 324-8932 | [yvandykke@seton.org](mailto:yvandykke@seton.org)  
(home) 1506 New York Ave. | Austin, TX 78702 | (512) 743-8212 | [REDACTED]

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- Talented, results- and outcome-oriented nurse executive with a proven record of successful leadership in dynamic and complex organizations and situations
  - Boundless energy, innovative, creative problem-solver
  - Able to anticipate challenges and fuel new ideas for resolution
  - Exceptional communication skills and an extensive background in the following broad-based competencies:

**Strategic Planning**

**Executive Leadership**

**Team Building**

**Health care Quality**

**Change Management**

**Budget/Business Development**

**Fiscal Management**

**Presentation Delivery**

**Education/Training**

**Developing Collaborative Relationships and Partnerships**

## Career Experience

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**The Seton Healthcare Family, Austin, Texas**

*Senior Vice President for Nursing and Clinical Education Center*

*2013-present*

As the senior nursing executive for the Seton Healthcare Family, has system-wide authority and responsibility for leading, developing, and implementing the nursing strategy that maximizes effective utilization of nursing resources; preserves a professional practice environment that aligns with and supports the organization's strategy and business imperatives.

### Major Achievements and current priority work:

- Lead the network strategic planning process toward the creation of a shared vision focused on around four strategic priorities
- Leading and supporting the implementation of nursing staffing benchmarks

*Vice President, Nursing Education, Nursing Practice, Nursing Research, Continuing Medical Education & Administrator, Clinical Education Center at Brackenridge* *2007 to 2013*

Participates as a core member of the senior leadership team in the largest health care system in Central Texas. System-wide responsibility for strategic, operational, and transformational leadership for nursing education, nursing professional development, nursing research, nursing practice, continuing medical education and the Clinical

Education Center ([http://www.seton.net/locations/clinical\\_education\\_center\\_at\\_brackenridge](http://www.seton.net/locations/clinical_education_center_at_brackenridge).) an interprofessional and collaborative clinical education and simulation learning facility.

**Major Achievements and current priority work:**

- Led the implementation of a registered nurse (RN) residency for newly licensed nurses, enabling them to achieve 18 months of clinical proficiency within 18 weeks. The residency has resulted in improved recruitment, retention, 16 percent improvement in 12-month retention rate translating into more than \$10.4 million in savings
- Led the establishment of partnerships with local and regional academic institutions that resulted in increased opportunities for Seton nurses to pursue higher education and to increase their knowledge and skills in evidence-based practice and research
- Led the establishment of a highly successful collaborative interprofessional simulation center (The Clinical Education Center at Brackenridge)
- Established a multidisciplinary, multi-institutional interprofessional curriculum committee
- Facilitated the development and implementation of interprofessional case events involving students enrolled in schools of medicine, nursing, pharmacy, and social work
- Provided executive leadership for the Seton Healthcare Family partnership role in the grant-funded *Jobs to Careers* work-based training program (funders: Robert Wood Johnson Foundation in collaboration with the Hitachi Foundation and the U.S. Department of Labor)
- Provided strategic leadership to establish Seton's Nursing Research Fellowship, thus advanced nursing competencies in evidence-based practice, and enabling writing for publication and other scholarly activities
- Provided strategic leadership for the development of Seton's nursing research and evidence-based practice Agenda
- Provided strategic leadership for the expansion of the nursing clinical ladder to include the RN V for nurses who have an MSN
- Facilitated donor support for the Clinical Education Center
- Led organization in developing a comprehensive plan to achieve a nursing workforce goal: by 2020 80 percent of Seton nurses will have a minimum of a Bachelor of Science in Nursing.
- Led diverse team of stakeholders in developing a comprehensive plan to stabilize the clinical assistant role
- Established the Education and Professional Initiatives Council (EPIC) a multidisciplinary, strategic and operations committee charged with evaluating, prioritizing, and quantifying the organization's investments in clinical education and professional initiatives of all non-physician clinicians
- Represented the system chief nursing officer and network nursing executives on the Health Industry Steering Committee of Central Texas
- Led a multidisciplinary team in the development of the Seton Clinical Academy, a strategic resource similar to a corporate university where clinicians have centralized access to clinical education, clinical leadership education, research, and analytic resources.
- Provided executive leadership for the advancement of the professional practice model *Relationship-Based Care* across an 11-hospital system
- Developed and implemented business plans, including contracts to market educational/training products created at the Clinical Education Center
- Developed business plan to expand physician education offerings at the Clinical Education Center in collaboration with several medical device companies

*Director, Nursing Education, Professional Development, Nursing Pipeline*

*2006 to 2007*

In collaboration with the system CNO, established the strategic plan for nursing education and professional development across the enterprise. Provided system-wide leadership and organizational oversight of the network nursing education team. Initiated key partnerships and strategies to ensure a pipeline of nurses.

**Major Achievements:**

- Developed and implemented system-wide structure for nursing education and professional development
- Created roles, responsibilities, and related position descriptions consistent with contemporary nursing staff development guidelines
- Orchestrated successful transition of a group of decentralized nursing educators into a centralized department
- Led the development of a value proposition/business proposal for the establishment of Seton's registered nurse residency
- Developed collaborative relationships, agreements, and programs with area nursing programs and schools of nursing to ensure a stable supply of nursing graduates

**Austin Community College, Austin, Texas***Executive Dean of Health Sciences**2005 to 2006*

Responsible for the executive leadership of all 14 of the Austin Community College (eighth largest community college in the U.S.) Health Careers Programs. Major role in developing community partnerships and in assisting the college's expansion throughout the service area.

**Major Achievements:**

- Established several multi-year collaborative agreements with area hospitals to support expansion of the college's Associate Degree Nursing Program
- Supported successful accreditation and re-affirmation of accreditation for all eligible health careers programs
- Developed joint agreements with educational institutions, city government, and employers in the public workforce
- Established strategic relationships in out-of-district communities

*Dean of Health Sciences**2000 to 2005*

Responsible for developing and implementing a comprehensive strategic plan for the college's 14 health careers programs; provided leadership in the development and delivery of a contemporary curriculum across all programs that responded to industry/employer needs; prepared students for success including maintaining high levels of licensure pass rates; ensured all programs met external requirements of the Southern Association of Schools and Colleges, the Texas Higher Education Coordinating Board, and applicable accrediting organizations.

Provided leadership and advocacy in the planning, implementing, assessing, and ongoing improvement of curriculum, courses, and programs. Ensured ongoing development of department leaders and faculty. Convened advisory committees that included representatives from industry, higher education, and other internal and external experts and stakeholders. Coordinated the development and maintenance of clinical affiliation agreements. Assisted in self-study preparation and participated in accreditation site visits.

Identified and pursued opportunities for external support of programmatic goals; including grant funding and community partnerships.

**Major Achievements:**

- Oversaw the successful construction of two major multimillion dollar construction projects including a state-of-the-industry, high-fidelity simulation lab, dental hygiene clinic, diagnostic imaging, paramedic, surgical technology; and rehabilitative services classrooms and laboratories
- Established a fully accredited dental hygiene program and patient care clinic
- Implemented professional development strategies to improve the competencies of department leaders and curricula
- Secured state and federal grant funding to support expansion of the associate degree nursing program
- Established industry partnerships that allowed for program expansions and provided additional education opportunities for students
- Led the successful initial accreditation of the dental hygiene program and re-affirmation of accreditation of six health careers programs
- Actively participated in community health care workforce strategies
- Established a centralized process for monitoring, maintaining health careers student immunization, criminal background check, and other clinical agency training records
- Collaborated with university and industry stakeholders in support of the establishment of an innovative accelerated baccalaureate nursing program in Central Texas

***Department Chair, Vocational Nursing Program******1995 to 2000***

Responsible for providing leadership in the development and implementation of a contemporary vocational nursing curriculum that ensured a high licensure pass rate and high employability of new graduates. Ensured program met the requirements of the Texas Higher Education Coordinating Board, the Texas Board of Nursing, and the National League of Nursing Accrediting Commission.

**Major Achievements:**

- Developed several programs to support the academic success of students, including Career Advising and Planning Sessions (CAPS)
- Oversaw the program's successful reaffirmation of accreditation by the National League for Nursing Accrediting Commission
- Established one of the first distance learning nursing programs in the state of Texas
- Coordinated clinical skills/simulation labs for two nursing programs, supervised skills/simulations lab managers
- Led the development of a curriculum that eased the transition to the associate degree in nursing program
- Led the faculty in developing and implementing a highly reliable testing and evaluation process

***Full-time Faculty, Vocational Nursing Program******1978 to 1995***

Responsible for didactic and clinical instruction in a variety of courses. Participated and led curriculum development and test construction and evaluation.

- Recipient of several teaching excellence awards
- Served as president of college-wide, full-time faculty senate
- Served as lead instructor and level coordinator
- Chaired the vocational nursing curriculum committee

Seton Medical Center, Austin, Texas

**Staff Nurse**

1975 to 1978

- Provided direct-nursing care for post-operative and medical patients
- Shift charge nurse

**Education**

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Master of Science in Nursing 2000  
Concentration: Adult Health and Education  
The University of Texas at Austin  
Austin, Texas

Bachelor of Science in Nursing 1975  
Prairie View A&M University  
Prairie View, Texas

**Continuing Education**

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Graduate Certificate in Formation for Catholic Healthcare Ministry Leadership 2010  
Aquinas Institute of Theology St. Louis, Missouri

**Professional Presentations and Publications**

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**Publications (recent)**

Batcheller, J., Kirksey, K., **VanDyke, Y.**, & Armstrong, M.L. (2012). Publish or perish: Writing clinical manuscripts suitable for publication. *The Journal of Continuing Education in Nursing*, 43(1), 44-48.

Allen, P., **VanDyke, Y.**, & Armstrong, M. (2010). Growing your own nursing staff with a collaborative accelerated second-degree, web-based program. *The Journal of Continuing Education in Nursing*, 41(3), 118-122.

**Poster Presentation (recent)**

**VanDyke, Yvonne**, Klein, Eileen., A Collaborative to Build Nursing Education Capacity  
Taking the Long View: *Nursing Education Capacity and Effectiveness*, 5<sup>th</sup> Annual Nursing Workforce Conference, San Francisco, June 7-8, 2007.

**Podium Presentation (recent)**

**VanDyke, Yvonne**, Klein, Eileen., A Collaborative to Build Nursing Education Capacity, A Nursing Symposium: *Creating a Culture of Excellence: Nursing Practice, Education and Leadership*, Austin, April 2009.

**Panel Presentations (recent)**

**VanDyke, Yvonne**, Education and Community Partnership to Increase Nursing Capacity, Texas Association of College Technical Educators Conference, Austin, March 7, 2007.

**VanDyke, Yvonne**, Career Management for Women, 2010 Central Texas Women in Leadership Symposium, Texas Diversity Council, "Purpose, Passion and Performance – A New Era", Austin, Feb. 9, 2010.

Shine, Ken, Hockenyos, Jon, Stearns, Michael, & VanDyke, Yvonne, Innovation in Workforce Development, Bipartisan Policy Center's Healthy Ideas Showcase: Changing the Way Health Care is Delivered, Austin, Oct. 7, 2011.

### **Lectures/Workshops (recent)**

Staying Competitive: Moving On and Up, The University of Texas McCombs School of Business Executive MBA students, Austin, Sept. 17, 2010.

What you need to know about breast cancer, Mount Olive Baptist Church, Austin, Oct. 23, 2011.

Living a heart-healthy life, Shorter Chapel Church, Giddings, Texas, Jan. 29, 2012.

Women's Education-Women's Empowerment, Women's History Month Celebration, Seton Healthcare Family, Austin, March 28, 2012.

### **Professional Activities**

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Sigma Theta Tau International Honor Society of Nursing, member

The Honor Society of Phi Kappa Phi, member

The American Organization of Nurse Executives, member

American Nurses Association, member

Texas Nurses Association, member

National League for Nursing Accrediting Commission, site visitor

Strategic Advisory Committee of the Texas Team (member), RWJ Initiative on the Future of Nursing, Campaign for Action: Advancing Health through Nursing

### **Service to the Community**

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Goodwill Industry of Central Texas – member, board of directors, 2010 to present

Hospice Austin – member, board of directors, 2011 to present

The Links Incorporated – member, co-chair, health and human services facet, chapter chaplain

Austin Community College Nursing and Healthcare Professions Institute Advisory Committee – chairperson

Austin Community College, Campus Advisory Committee, Eastview Campus – co-chair

Concordia University (Austin) School of Nursing Advisory Committee – member

The University of Texas at Austin School of Nursing Advisory Committee – member

Health Industry Steering Committee of Central Texas – member

Mount Olive Baptist Church – greeter, assistant Sunday school teacher, deaconess

## Recent Honor

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### 2012 Texas Nurses Association-District Five *Fabulous 5 Winner*

The "Fab 5" are registered nurses who have made a significant difference to patients, peers, and the community. They are honored for demonstrated excellence in the art and science of nursing and their leadership qualities, services to the community, and significant contribution to the profession along with their status as role models and compassionate caregivers.



Yvonne VanDyke, Sr. Vice President for Nursing Education and Clinical Education Center

Yvonne M. VanDyke, MSN, RN, is the Seton Healthcare Family (Seton) Senior Vice president for Nursing and Clinical Education Center at Brackenridge. A not-for-profit organization, the Seton Family is the leading provider of healthcare services in Central Texas, serving an 11-county population of 1.9 million. In 2013, VanDyke was named the system nursing executive where she provides leadership for the development and execution of a nursing strategic plan that maximizes nursing resources preserves a professional practice environment that is aligned with and supports the organization's strategy and business imperatives.

Yvonne was hired as the director of nursing education and professional development at Seton in 2006. In 2007 she was promoted to Vice President for nursing education, practice, research and named the administrator of the Clinical Education Center at Brackenridge, a 160,000 square foot state-of-the-art interprofessional, collaborative clinical education and simulation learning facility for which she lead the development. She has also successfully launched an RN Residency program for new graduate nurse and had a critical role in strategic planning for the Center for Nursing Research.

When coming to Seton, VanDyke was able to build upon her leadership experience as she had held the positions of executive dean and dean of health sciences at Austin Community College (8<sup>th</sup> largest community college nationwide) prior to her Seton employment. While at Austin Community College (ACC), her attention was aimed at student success and developing exemplary educational pedagogies across the college's fourteen multidisciplinary health careers programs. Her efforts ensured curricula that were responsive to the community's needs; prepared students for success on licensure examinations and in employment and qualified all eligible programs for external accreditation. While employed as dean of health sciences and later as executive dean, she led various special projects including the construction of a \$12.8 million Health Sciences Building and the creation of a Dental Hygiene program and patient care clinic. She also supported the goals of ACC and the health careers programs by securing grant funding and developing collaborations with other 2-year and 4-year educational institutions, major hospitals in Central Texas, and with city government and employers in the public workforce.

Yvonne has contributed to two nursing textbooks – *Basic nursing Skills and Concepts and Maternal Child Health Nursing*. She recently authored two articles in the *Journal of Continuing Education in Nursing*, one on a collaborative second-degree web-based nursing program and another describing the Seton-Texas Tech School of Nursing collaborative education model to help clinical nurses publish.

VanDyke has participated on numerous panel presentations; made podium and poster presentations; and was a presenter at the 2011 Bipartisan Policy Center's Healthy Ideas Showcase: Changing the Way Health Care is delivered. She is a member of the advisory

committee for the Texas initiative on the Future of Nursing; a member of the Health Industry Steering Council of Central Texas and holds professional membership in Sigma Theta Tau International Honor Society of Nursing, The American Organization of Nurse Executives, American Nurses Association, and Texas Nurses Association. VanDyke is a site visitor for the National League for Nursing Accrediting Commission.

Yvonne's service to the community is noteworthy. She is a member of the Links, Incorporated, Austin Chapter, where she has served a vice-president for membership, chaplain and co-chair of the Health and Human Services Facet. The Health and Human Services Facet Program: *Linking Mind, Body and Soul through H.O. P. E. (Healthy Opportunities/Options, Provided/Promoted for Everyone)* improves the health of African-Americans and economically depressed individuals in the Austin area. Alzheimer's, Cancer and Cardiovascular disease are the targeted conditions. In June, 2013, *Linking Mind, Body and Soul through H.O. P. E.* was identified during the 41<sup>st</sup> Western Area Conference of the Links, Incorporated, as a *Best Practice Program*. VanDyke is on the Board of Directors of Goodwill Industries of Central Texas and Hospice Austin where she serves on the Finance Committee and chairs the Process Improvement Committee respectively. She is the chairperson of the Austin Community College (ACC) Nursing and Health Professions Institute Advisory Committee, co-chair of the ACC Campus Advisory Committee, Eastview Campus; member of The University of Texas at Austin School of Nursing and Concordia Lutheran (Austin) School of Nursing Advisory Boards. VanDyke is a member of Mt. Olive Baptist Church where she serves as a Greeter and is a Deaconess.

She was selected as a 2012 Texas Nurse Association, District 5 *Fabulous FIVE* winner and was recently selected as one of only twenty nurse executives in the county to participate in the prestigious three year Robert Wood Johnson Foundation Executive Nurse Fellows Program beginning in September.

Yvonne is the daughter of Alonia Roberson and the late Forest Lee Roberson. She grew up in Giddings, Texas. VanDyke earned a Bachelor of Science in nursing degree from Prairie View A&M University and a Master of Science in nursing degree from The University of Texas at Austin. She is a 2010 graduate of Aquinas Institute of Theology 2-year graduate Certificate Program in Formation for Catholic Healthcare Ministry Leadership.

Yvonne is married to Thomas Clifton VanDyke, Sr. and they have four adult children and four grand-children.

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
2. Full name Erica Saenz  
Home Address 6600 Ed Bluestein Blvd. #619, Austin, TX 78723  
Business Name and Address UT-Austin, Main Building, Room 22, Austin, TX 78712  
Phone Number Wk: 512-232-4460 Cell: 512-659-8834  
E-mail address ericasaenz@austin.utexas.edu
- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number).
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

4. What was your motivation to serve on the board of the proposed charter school?  
My commitment to community engagement and education initiatives for underserved populations.

5. What is your understanding of the appropriate role of a public charter school board member?  
As the charter holder, the board is the governing body of the school.

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have governance, operations, strategic planning, and community engagement experience through all current board service commitments including the Austin Involved Advisory Council, Community Advancement Network, Goodwill Industries of Central Texas, Hispanic Scholarship Consortium Advisory Council, I Live Here, I Give Here, The Long Center for the Performing Arts, Teatro Vivo, and the Texas Exes Hispanic Alumni Network.

7. Describe the specific knowledge and experience that you would bring to the board.  
I have additional knowledge and experience of working with nonprofits including my current commitments with FuturoFund Austin, Hispanic Women's Network of Texas- Austin branch, Las Comadres Para Las Americas, and MexNet Alliance.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The school's mission and guiding beliefs are based on Goodwill's culture and will serve as guiding values for The Excel Center's focus, philosophy, and structure. These beliefs include: Everyone Matters, A Family Strengthening, Integrity, Collaboration, and Lifelong Learning.

2. What is your understanding of the school's proposed educational program?  
Educational program focus will be to enroll adult students returning to school to earn their high school diploma, furthermore, to provide training and career guidance post diploma attainment.

3. What do you believe to be the characteristics of a successful school?

Ms. Erica Saenz

One that is financially sound and can operate in all areas in order to provide educational program to students. One that provides excellence in teaching and learning.

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4. How will you know that the school is succeeding (or not) in its mission?

The school will have mission-specific Industry Certification Goals and Targets. The ultimate goal is to prepare students for careers in the workforce and in continuing education. To that end, the school will have many indicators that will be measured and assessed in order to track success.

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### Governance

1. Describe the role that the board will play in the school's operation.

As the charter holder, the Goodwill Central Texas Board (Goodwill Board) has chosen to delegate powers and duties to the Goodwill Education Board (GEB) as the governing body of the charter school. The Excel Center will provide monthly financial reporting to the GEB and Goodwill Board including basic financial statements, schedules of expenses and budgetary information for school governance and operations.

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2. How will you know if the school is successful at the end of the first year of operation?

There will be an evaluation of the Head of School throughout the academic year, with a formal evaluation at the end of the school year. At the end of each eight week term, the Head of School will review their performance on a number of critical indicators, including: student enrollment, student attendance and retention, credit attainment, number of credits attempted, number of credits earned, percent of credits attempted that are earned, number of graduates, and number of students participating in dual credit or certification training.

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3. How will you know at the end of four years of the school is successful?

School will use TEA's comprehensive appraisal and professional development system for public school. This evaluation will include a rigorous assessment of the Head of School's performance across key standards including, instructional leadership, human capital, executive leadership, school culture, and strategic operations. Teacher and curriculum evaluations and reviews will also be conducted according to industry standards.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Making sure the school is financially stable and the operating budget is managed well. Board will also need to have excellent overview of school regulations and general governance.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The board will be able to address and take action to support the best interests of the school as part of the governing structure.

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### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

Several perspective members are currently also serving on the Goodwill Industries of Central Texas Board.

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a

Ms. Erica Saenz

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school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

---

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

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6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

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8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

2008-present, The University of Texas Elementary School

The University of Texas Elementary public charter school was initiated by The University of Texas System through the Institute for Public School Initiatives to support K-12 education. The charter is held by The University of Texas Board of Regents, approved by the state in 2003. UT Elementary is an academic unit of The University of Texas at Austin and reports to the Division of Diversity and Community Engagement. Since 2008, I have worked in and now oversee the Communications unit for the Division of Diversity and Community Engagement.

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9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

---

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

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12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

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13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

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**Certification**

I, Erica Saenz, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Erica Saenz \_\_\_\_\_ Date 3/00/14  
Signature \_\_\_\_\_ Date \_\_\_\_\_

**VERIFICATION**

State of Texas

County of Travis

On this day, Erica Saenz (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 20 day of

March, 20 14.

(Notary Public) Heather Marie Briscoe

My commission expires 10/20/2015


(SEAL)



# ERICA SÁENZ

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The University of Texas at Austin  
Division of Diversity and Community Engagement  
1 University Station, Main Building, Room 12  
Austin, TX 78712  
ericasaenz@austin.utexas.edu

6600 Ed Bluestein #619  
Austin, TX 78723  
(512) 659-8834  


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## PROFESSIONAL EXPERIENCE

*Assistant Vice President for Community and External Relations*, Division of Diversity and Community Engagement, The University of Texas at Austin 2012-present

- Lead the Community and External Relations (CER) unit which includes: Communications, Events, the Office of the Vice President (OVP) partnership and sponsorship initiatives and the Community Engagement Center.
- Manage the Communications unit within CER by providing high-level oversight for Communications staff and development of goals and objectives for internal and external division-wide Communications platforms and initiatives.
- Manage the Events unit within CER by providing high-level oversight for Events staff and coordination and programming of campus and community events.
- Manage the OVP partnership and sponsorship initiatives including coordination of meetings, events, programs and other requirements for campus and community partnership and sponsorship commitments. Manage 40+ student organization event co-sponsorships per semester to support and foster initiatives of local and global impact.
- Manage the off-campus Community Engagement Center within CER by providing high-level oversight for center staff and coordination of strategic center operations including support for programs, initiatives, and community engagement efforts.
- Serve as assistant vice president responsible for fostering community relations and assist in building a comprehensive community relations program. This includes board and service memberships with community organizations such as the Community Action Network, Goodwill Industries of Central Texas, Hispanic Scholarship Consortium Advisory Council, I Live Here-I Give Here, Long Center for the Performing Arts, Teatro Vivo and the Texas Exes Hispanic Alumni Network among others.
- Represent the division and serve as contributing member on select division-wide and/or university-wide administrative committees, planning teams, and working groups including division-wide strategic planning efforts.

*Director for Community Relations*, Division of Diversity and Community Engagement, The University of Texas at Austin 2011-2012

- Provide high-level partnership and sponsorship management for the Office of the Vice President including preparation and coordination for meetings, events, programs, initiatives, and other requirements for campus and community partnership and sponsorship commitments.
- Manage 40+ student organization event co-sponsorships per semester to support and foster initiatives of local and global impact.



## ERICA SÁENZ

- Represent the division and serve as contributing member on select division-wide and/or university-wide administrative committees, planning teams, and working groups including division-wide strategic planning efforts.
- Serve as liaison between the OVP and the Community Engagement Center.
- Serve as liaison between the OVP and the Development and External Relations unit. Support the development, writing, editing and dissemination of division-wide communication materials, including printed and online pieces for internal and external correspondence and publication.
- Support community relations initiatives with campus and community service memberships and coordination of event logistics for division-wide events.

*Assistant to the Vice President*, Division of Diversity and Community Engagement, The University of Texas at Austin 2010-2011

- Provide high-level office management for the Office of the Vice President (OVP), managing the vice president calendar including event and service commitments and managing a pre- and post-briefing system to ensure confirmation, preparation, and presentations for meetings and events, including board membership commitments, and other campus and community affiliations.
- Manage a portion of the partnership and sponsorship process for the OVP.
- Co-manage 40+ student organization event co-sponsorships per semester to support and foster initiatives of local and global impact.
- Serve as liaison between the OVP and the Development and External Relations unit. Support the development, writing, editing and dissemination of division-wide communication materials, including printed and online pieces for internal and external correspondence and publication. Support and drive the coordination of event logistics for division-wide events.
- Represent the division and serve as contributing member on select division-wide and/or university-wide administrative committees, planning teams, and working groups including division-wide strategic planning efforts.

*Senior Program Coordinator*, Division of Diversity and Community Engagement, The University of Texas at Austin 2008-2010

- Coordinate logistics for division-wide events as part of the Communications team.
- Serve as the main division liaison to student organizations and programs; assisting with the management of the student organization co-sponsorship process and advising student groups producing diversity and community engagement related events.
- Support the development and distribution process for division-wide promotional and publicity materials for events including developing marketing materials, event emails, distribution lists, and event calendars; assisting with developing, writing, editing and disseminating division-wide communications materials including printed and online materials for division's internal and external publication.
- Represent the division and serve as contributing member on select division-wide and/or university-wide administrative committees, planning teams, and working groups.

# ERICA SÁENZ

**Instructor**, School of Theater, Film, and Television, University of California in Los Angeles (UCLA) 2007-2008

- Developed curriculum and taught *Theater Arts 30, Dramatic Writing*, an undergraduate course for the Theater Department, during the spring quarter of 2007 and the winter quarter of 2008.

**Administrative and Production Assistant**, Chancellor's Office and School of Theater, Film, and Television, University of California in Los Angeles (UCLA) 2006-2008

- Communicated and liaised with senior campus officers and campus constituencies on behalf of the assistant chancellor and assistant provost in the UCLA Chancellor's Office. Provided administrative support on matters of policy development, implementation and analysis, and academic personnel. Gained experience in managing emerging areas of campus concern of both external and internal origin.
- Served as production assistant to the Associate Dean and Chair of the MFA Playwriting Program in the UCLA School of Theater, Film, and Television, for a notable reading series on campus. Served as editorial board member for the New Playwrights at UCLA. Duties in both roles included reading productions, managing event planning and operating project funds.

**Instructor**, East LA Classic Theatre, Los Angeles, CA 2004-2006

- As part of East LA Classic Theatre's *Literacy Through Performing Arts* initiative, I taught student youth academic and art classes within the Los Angeles Unified School District (LAUSD).
- Served as a fostering participant of program which addressed academic needs of underserved students and their teachers by providing them with strategies, exercises and assessments in language arts and arts education within LAUSD.
- Conducted Spanish-only information sessions for the parents of youth program participants within LAUSD.

**Administrative Office Manager**, UCLA Medical Center, Neuropsychiatric Hospital, Quality Management Department 2003-2005

- Managed seven hospital inter-disciplinary committees
- Completed compliance reporting to meet state and federal regulations

**Program Coordinator**, Carney Educational Services, Los Angeles, CA 2002-2004

- Supervised four instructors of an educational enrichment program within LAUSD

## EDUCATION

Master of Fine Arts, 2008  
University of California- Los Angeles (UCLA)

Bachelor of Arts, 1998  
University of Texas at Austin

## LEADERSHIP & SERVICE

**Instructor/ Guest Lecturer**.....

# ERICA SÁENZ

Austin Creative Alliance, Austin, 2010–present  
Young Writers' Workshop, Travis Heights Elementary, 2009–present  
Latinas Unidas Por El Arte, Austin, 2007–present  
TeatroFest, Guadalupe Cultural Arts Center, San Antonio, 2006  
Drama of Diversity, UCLA, 2006–2007  
American Indian Studies Center, UCLA, 2007–2008  
Patricia Sturla Studios, Los Angeles, 2005–2006  
Texas Youthful Creations, TEATRO Humanidad, Austin, 1999–2001

## **Board Member**.....

Goodwill Industries of Central Texas, 2012-present  
Long Center for the Performing Arts, 2012-present  
I Live Here, I Give Here, 2012-present  
Teatro Vivo, Chair, 2012-present  
Texas Exes Hispanic Alumni Steering Committee, 2010-present  
Community Advancement Network proxy, 2010-present  
Teatro Vivo Artistic Advisory Board, Austin, 2008–2012  
New Playwrights at UCLA, Editorial Board, 2006–2008  
Community Service Commission, Chair, UCLA, 2006-2007  
Director of Community Service, UCLA Graduate Students Assoc., 2006–2007  
Student Activities Center Board of Governors, Chair, UCLA, 2006–2007  
TEATRO Humanidad, Austin, Deputy Director, 1998–2003  
Cabinet of College Councils, Arts Council, Officer, UT-Austin, 1996–1997  
Mexican-American Cultural Committee, Officer, UT-Austin, 1997–1998

## **Service Member**.....

MexNet Alliance, Committee Co-Chair, 2013-present  
Hispanic Scholarship Consortium Advisory Council, 2012-present  
Hispanic Women's Network of Texas, 2011-present  
Austin Creative Alliance, Austin, 2010–present  
Austin Script Works, Austin, 2010–present  
FuturoFund Austin, 2009–present  
Hispanic Faculty and Staff Association, UT Austin, 2008–present  
Las Comadres Para Las Americas, 2008-present  
Dramatist Guild of America, 2007–present  
Screen Actors Guild, 2004–present  
American Federation of Television and Radio Artists, 2003–present  
Student Activities Center Board of Governors, UCLA, 2007–2008  
Alliance of Los Angeles Playwrights, 2006–2008  
New Graduate Student Orientation Planning Committee, UCLA, 2006–2008  
Charles E. Young Humanitarian Award Selection Committee, 2006–2007  
Cabinet of College Councils, Arts Council, UT-Austin, 1995–1997  
Mexican-American Cultural Committee, UT-Austin, 1994–1998

# ERICA SÁENZ

## AWARDS & ACKNOWLEDGEMENTS

Vice President's Excellence Award, UT-Austin, 2011  
Austin Critics' Table Nomination for best new script, 2010  
Austin Critics' Table Nomination for best supporting actress, 2010  
B. Iden Payne Theater Awards Nomination for best new script, 2010  
George Burns and Gracie Allen Award in Comedy, 2007-2008  
Hispanic Scholarship Fund: Cheech Marin Endowed Scholarship Scholar, 2007  
UCLA Jeffrey L. Hanson Distinguished Service Award, 2007  
UCLA Chancellor's Distinguished Students, 2007  
Fellow, National Hispanic Foundation for the Arts, 2007-08 & 2006-07  
Dude Fellowship in Theater, Film, & TV for the Depiction of Ethnic Diversity, 2006-2007  
UCLA Regents Award, 2006-2007  
UCLA Graduate Opportunity Fellowship Program, 2005-2006  
Austin Critics' Table Nomination for Best Supporting Actress in a Comedy, 2002  
B. Iden Payne Theater Awards nomination for Best Comedy for The LCP, 2002  
B. Iden Payne Theater Awards nomination for Best Actress in a Comedy, 2001  
Austin Critics' Table Award for Best Supporting Actress in a Comedy, 2001  
Austin Critics' Table nomination for Best Comedy for The LCP, 2001  
Austin Critics' Table nomination for Best Comedy for The LCP, 2000  
Morton Brown Drama Scholarship, UT-Austin, Dept. of Theater and Dance, 1998-2000

## OTHER QUALIFICATIONS

- Fluent in speaking, reading, and writing Spanish
- Writing for publications, communications materials, public relations, etc.
- Public speaking experience (master of ceremonies, host, moderator, panelist, etc.)
- Advanced user of MS Office software (e.g., Word, Excel, Powerpoint, Access, etc.)
- Knowledgeable about UT-Austin internal operating systems including UT Direct, UT Mainframe, DEFINE, and VIP

Erica Saenz joined The University of Texas at Austin in 2008 and currently serves as Assistant Vice President for Community and External Relations (CER) in the Division of Diversity and Community Engagement. The CER portfolio includes the Communications unit, the Community Engagement Center and Special Events. CER is also responsible for providing program and sponsorship management for campus and community partnerships. Erica holds a Bachelors degree from The University of Texas at Austin and a Masters degree from UCLA. Prior to coming to UT-Austin, Erica held various positions at UCLA including serving in the Chancellor's Office where she liaised with campus and community constituencies on behalf of the Assistant Chancellor and Assistant Provost and gained experience in managing emerging areas of campus concern of both external and internal origin. Erica's current board and service commitments include the Austin Involved Advisory Council, Community Advancement Network, FuturoFund Austin, Goodwill Industries of Central Texas, Hispanic Women's Network of Texas, Hispanic Scholarship Consortium Advisory Council, I Live Here, I Give Here, MexNet Alliance, The Long Center for the Performing Arts, Teatro Vivo, and the Texas Exes Hispanic Alumni Network.

**BOARD MEMBER BIOGRAPHICAL AFFIDAVIT**

**Background**

- 1. Name of charter school on whose Board of Directors you serve Goodwill Central Texas
  
- 2. Full name Carl Edwin Hansen
- Home Address 1904 Canonero Drive, Austin, Texas 78746
- Business Name and Address Vocational Appraisal & Planning 100 Congress Ave. Suite 2100, Austin, Texas 78701
- Phone Number 512 469 6390
- E-mail address [REDACTED]

Resume and professional bio are attached here.

**Attached**

- Resume and professional bio are attached elsewhere in the application (indicate Attachment number). Attachment Number 1
- 3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me     Yes

4. What was your motivation to serve on the board of the proposed charter school?  
To offer an opportunity to older youth an opportunity for a high school degree

5. What is your understanding of the appropriate role of a public charter school board member?  
To provide oversight and direction in keeping with school policy

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Past President of the National Rehabilitation Association, Past President National Rehabilitation Counseling Association, Chairman of the Goodwill Industries International Board for two years

7. Describe the specific knowledge and experience that you would bring to the board.  
Professor University of Texas at Austin College of Education and Chairman Department Of Special Education With experience in developing educational curriculum.

**School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To provide individuals who have dropped out of high school an opportunity for a high school diploma.

2. What is your understanding of the school's proposed educational program?  
A robust academic program with a focus on college and technical career opportunities.

3. What do you believe to be the characteristics of a successful school?  
To prepare students for life long learning

4. How will you know that the school is succeeding (or not) in its mission?  
Follow up studies of those students that drop out and those that complete the program for comparison as to what makes the curriculum successful and where it may need to be changed.

## Governance

1. Describe the role that the board will play in the school's operation.

Oversight and direction

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2. How will you know if the school is successful at the end of the first year of operation?

Student satisfaction and demonstration of mastery of the course work.

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3. How will you know at the end of four years of the school is successful?

Placement in community jobs and/or continuing education at a higher level academic institution.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Selection of qualified teachers, counselors, administrators and budget as well as the recruitment of students having the need and desire for such a program.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Discuss the issues fully and openly with the full board.

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## Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

X  I / we do not know these individuals  Yes

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

X  I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X  I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

X  Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

---

5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

X  N/A  I / we or my family do not anticipate conducting any such business  Yes

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6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is

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partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X  Does not apply to me, my spouse or family  Yes



7. List all business or organizations of which you are a partner or in which you have a majority interest.  
Vocational Appraisal & Planning—(Providing evaluation and vocational counseling for disabled adults)

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes X  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

None

10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes X  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

None

11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes X  No If so, give details.

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes X  No If so, give details.

13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes X  No If so, give details.

### Certification

I, Carl Edwin Hansen, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Carl Edwin Hansen

Date

3/17/2014

VERIFICATION

State of Texas

County of Travis

On this day, Carl Edwin Hansen (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

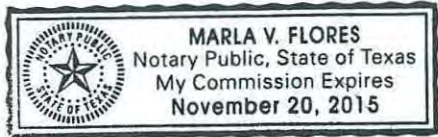
Subscribed and sworn to before me this 17 day of

March, 2014.

(Notary Public) Marla V Flores

My commission expires November 20, 2015

(SEAL)



ATTACHMENT NUMBER 1

CARL EDWIN HANSEN

**CARL E. HANSEN**  
**LICENSED PROFESSIONAL COUNSELOR #03608**  
**LPC APPROVED SUPERVISOR**

---

Vocational Appraisal & Planning  
100 Congress, Suite 2100  
Austin, Texas 78701  
Office: (512) 469-6390

Home Address:  
1904 Canonero  
Austin, Texas 78746  
(512) 327-9652

**PROFESSIONAL EXPERIENCE**

**VOCATIONAL APPRAISAL & PLANNING** 1975 to Present

*A private business engaged in vocational evaluation, vocational surveys, projecting loss of earning capacity, and rehabilitation counseling.*

**UNIVERSITY OF TEXAS** 1968-1994

*Professor (retired)*

Director, Rehabilitation Counselor education Program for 15 years  
Chairman, Department of Special Education for 7 years  
Director, Job Readiness Clinic from 1975 to 1991

- 09/01/94 Appointed by the University of Texas Board of Regents to the College of Education Foundation Advisory Council

**SOCIAL SECURITY ADMINISTRATION, BUREAU OF HEARING AND APPEAL** 1971-1995

*Vocational Consultant*

**FEDERAL OFFENDERS PROGRAM, Denver, CO** 1967-1968

*Consultant*

**CALIFORNIA STATE DEPARTMENT OF REHABILITATION, Sacramento, CA** 1965-1967

*Rehabilitation Counselor*

**UNIVERSITY OF NORTHERN COLORADO, Greeley, CO** 1963-1964

*Assistant, Speech and Hearing Clinic*

## EDUCATION

### University of Northern Colorado, Greeley, CO

**B.A., 1963** Major-Audiology and Speech Correction  
Minor-World History

**M.Ed. & Ed.S., 1965** Major-Rehabilitation Counseling

**Ed., D., 1968** Major-Rehabilitation Counseling  
Minor-Education Psychology

**Doctor of Education with Honors**

## SELECT PROFESSIONAL AND BOARD ASSIGNMENTS

### CURRENT:

*Member*, Board of Directors, University Federal Credit Union, Austin, Texas

*Member*, Board of Directors, Austin Goodwill Industries, Austin, Texas

### PAST NATIONAL OFFICES:

*Chairman*, Board of Directors, Goodwill Industries International, Inc., Bethesda, MD  
(7-99 to 7-01)

*President*, National Rehabilitation Association, Washington, D.C., (1978)

*President*, National Rehabilitation Counseling Association, Washington, D.C. (1974)

*Secretary*, Board of Directors, Goodwill Industries of America, Bethesda, MD  
(1984-1990)

*Treasurer*, National Rehabilitation Association, Washington, D.C. (1976)

*Secretary*, American Rehabilitation Counseling Association, Washington, D.C. (1974)

*Chairman*, Mary Switzer Research Committee National Rehabilitation Association,  
Washington D.C. (1988 – 2000)

### EDITORSHIPS:

**Journal of Applied Rehabilitation Counseling** - Co-Editor 1972-1977

**Editorial Board, Journal of Applied Rehabilitation Counseling** 1971

**PUBLICATIONS:**

- Hansen, Carl E. Attitudes of Selected Rehabilitation Counselors, Rehabilitation Counselor Trainees, and County Welfare Directors Regarding a Guaranteed Annual Income. Unpublished Doctoral Dissertation, University of Northern Colorado, 1968.
- Hansen, Carl E. Better Relations Through Effective Speaking, Journal of Rehabilitation, September-October, 1967.
- Hansen, Carl E. Rehabilitation and the Guaranteed Annual Income. *Journal of Rehabilitation*, November-December, 1968--NRA Literary Award--Also abstracted in: Rehabilitation Literature, April 1968, Vol. 39, No.4.
- Hansen, Carl E. The Work Crew Approach to Placement for the Severely Retarded. Journal of Rehabilitation, May-June, 1969.
- Hansen, Carl E. Rehabilitation and the Ombudsman. Journal of Rehabilitation, March-April, 1972--Also abstracted in Dialogue, June 1979.
- Hansen, Carl E. The Role of the Courtesy Counselor in a Work Evaluation Center. Readings in Work Evaluation, 1970, Materials Development Center, Stout State University, Menomonie, Wisconsin 1970.
- Hansen, Carl E. Eligibility--A New Approach. Journal of Rehabilitation, November-December, 1970.
- Hansen, Carl E. The Training-Employment Vacuum Cycle. *Journal of Employment Counseling*, Vol. VII, No. 3, August, 1970.
- Carnes, G.D., Hansen, C.E. & Parker, R.M. (Editors) *Readings in Rehabilitation of the Blind Client, Conference Proceedings for Vocational Planning for the Blind Client, The University of Texas at Austin, January, 1971.*
- Hansen, Carl E. Relationship of Vocational Planning to Educational Curriculum. Proceedings of the Advanced Institute in Crippled and other Health Impaired Disorders, Department of Special Education, The University of Texas, 1971.
- Hansen, Carl E. NRCA Research Committee Report. National Rehabilitation Counselor Association News, Boc. XIII, No. 3, May, 1971.
- Hansen, Carl E. The Special Education Counselor: A New Role. Exceptional Children, September, 1971.
- Hansen, Carl E. The NRCA Studies in Rehabilitation. Journal of Applied Rehabilitation Counseling, Summer, 1971, Vol. 2, No. 2.

- Hansen, Carl E. The Rehabilitation Counselor: Training and Employment. Journal of Rehabilitation. May-June, 1971.
- Hansen, Carl E. The County Extension Agent and Rural Rehabilitation. Journal of Rehabilitation, March-April, 1972. Abstracted in Rehabilitation Literature, June, 1972, Vol. 33, No.6.
- Hansen, Carl E. & Parker, Randall M. A Factor-Analytic Study of Attitudes Among Rehabilitation Counselors, Welfare Directors and Rehabilitation Students Toward Income Maintenance Plans. Rehabilitation Counseling Bulletin, Vol. 33, No. 6.
- Hansen, Carl E. A New Research Direction. Journal of Applied Rehabilitation Counseling, Winter, 1971-72.
- Hansen, Carl E. Rehabilitation Personnel: Their Training and Performance. Goodwill Industries of America, April 1973.
- Hansen, Carl E. What Price Unity? Journal of Applied Rehabilitation Counseling, Spring, 1972.
- Hansen, Carl E. Memorandum. Journal of Applied Rehabilitation Counseling, Spring, 1992.
- Hansen, Carl E. Work Adjustment and the Rehabilitation Counselor. Vocational Evaluation and Work Adjustment Association Bulletin, Vol. E, No. 3, September, 1972. Abstracted in Rehabilitation Literature, December 1972, Vol. 33, No. 12, p. 362.
- Hansen, Carl E. Research Findings in the Rehabilitation of the Public Welfare Recipient. Chapter in Hardy, R. and Cull, J., The Big Welfare Mess, Charles C. Thomas, 1973.
- Hansen, Carl E. & Parker, Randall M. Resistance or Adaption. Journal of Applied Counseling, Vol. 3, No. 3, Fall, 1972.
- Hansen, Carl E. Work Adjustment. Goodwill Industries of American Press, 1972.
- Hansen, Carl E. & Parker, Randall M. Editorial Reflections. Journal of Applied Rehabilitation Counseling, Vol. 4, No. 2, Summer, 1973.
- Hansen, Carl E. The Mark of Maturity. Journal of Rehabilitation, January-February, 1974.
- Hansen, Carl E. San Antonio Joint Rehabilitation-Welfare Project. Handbook of Successful SRS R&D Projects, University of Florida, Regional Rehabilitation Research Institute, August, 1974.
- Hansen, Carl E. Rehabilitation Training Testimony. Oversight Hearings, Select Sub-Committee on Education, House of Representatives, Ninety-third Congress, U.S. Printing Office, November 30, 1973.
- Parker, Randall M. and Hansen, Carl E. Rehabilitation Practices with the Physically Disabled (Book Review). American Corrective Therapy Journal, Vol. 28, No. 2, 1974. Reprinted in: Journal of Applied Rehabilitation Counseling, Vol. 5, No.1, Spring, 1974.

- Hansen, Carl E. Rehabilitation Counselor Certification. Chapter in Jenkins, W., Anderson, R., Dietrich, W., Serving the Severely Disabled Client, Department of Special Education and Rehabilitation, College of Education, Memphis State University, Memphis, Tennessee, 1975.
- Hansen, Carl E. On Being a Journal Contributor. Journal of Rehabilitation, July-August, Vol. 41, No. 4, 1975.
- Parker, Randall M. & Hansen, Carl E. Aptitude and Achievement Tests. Chapter in: Bolton, B., Handbook of Measurement and Evaluation in Rehabilitation, University of Maryland Press, 1976.
- Hansen, Carl E. Retirement-Reorganization-And Organization Unity. Journal of Applied Rehabilitation Counseling, Vol. 8, No. 1, 1977.
- Hansen, Carl E. Vocational Rehabilitation, Audio and Video Tape Presentation, State Bar of Texas, Professional Development Program, October 24, 1980, University of Texas School of Law, Austin, Texas.
- Parker, Randall M. & Hansen, Carl E. (Editors) Rehabilitation Counseling. Boston: Allyn & Bacon, 1981.
- Hansen, Carl E. Rehabilitation Counseling, Chapter in: Conference on Job Related Injuries, Texas Trail Lawyers Association, November, 1983, Houston, Texas. Chapter Based on speech given to the Railroad Defense Attorneys Meeting held April 16, 1983, and the Texas Trail Lawyers Meeting November 18, 1983.
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## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
2. Full name Gwendolyn Robinson Greene  
Home Address 2704 Deep River Circle, Round Rock, TX 78665  
Business Name and Address \_\_\_\_\_  
Phone Number 512-341-8779  
E-mail address [REDACTED]
- X Resume and professional bio are attached here.  
Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me X Yes

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4. What was your motivation to serve on the board of the proposed charter school?  
I work as a Program Administrator for Adult Education and English Language Learners and have a deep appreciation for "second chances" in life that will ultimately pave the way to a more fulfilling life of self- sufficiency and other opportunities.

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5. What is your understanding of the appropriate role of a public charter school board member?  
To provide the necessary oversight to ensure the fiduciary responsibility is met and the public trust is maintained while ensuring that quality educational programming is being achieved and the terms of the charter contract are fully executed and met.

---

6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
Previous board experiences include serving on the board for the YWCA of Malden, MA as a member and the Chair; the Boys and Girls Clubs of Boston; the YWCA of Greater Austin as member and Chair; the Austin Delta Foundation as member and Chair along with numerous civic boards and commissions

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7. Describe the specific knowledge and experience that you would bring to the board.  
I bring my experience of serving on other non-profit boards, my experience working in the non-profit arena and in public education programs for high school students and adults.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
I understand that the mission is to provide high school dropouts with the opportunity to complete their secondary education, earn their high school diplomas and enter postsecondary education programs.

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2. What is your understanding of the school's proposed educational program?  
Gwendolyn Robinson Greene

The proposed education program will include a rigorous individualized curriculum that will align with TEKS to allow students to graduate with a high school diploma and post- secondary certifications

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3. What do you believe to be the characteristics of a successful school?

A successful school will provide students with robust educational opportunities while helping them develop their personal and academic goals and prepare them for the digital 21<sup>st</sup> century world that is constantly evolving.

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4. How will you know that the school is succeeding (or not) in its mission?

The programming for the EXCEL Center has detailed the measures for success in the goals and graduation rates as well as the number of students who achieve their post-secondary education goals or career certifications to move into the next phase of their lives.

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### **Governance**

1. Describe the role that the board will play in the school's operation.

The Board's role will be to serve as the final authority on issues relating to employee grievances, community concerns, the management of the business, property and affairs of the charter school in accordance with Goodwill bylaws and those of the state of Texas. The Board will also be the initial and final authority to select, employ, set compensation and direct the CEO and the Board will review, evaluate and respond proactively to reports involving compliance, student performance, management and administrative practices as well as attendance and other educational requirements for students are being met along with ensuring that generally accepted accounting principles and other compliance requirements are met.

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2. How will you know if the school is successful at the end of the first year of operation?

The Board will evaluate on the basis of the goals that have been set and the level of attainment in mission specific educational goals, graduation rates industry certification goals and targets.

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3. How will you know at the end of four years of the school is successful?

The measure of success will depend on how well the school is managed educationally, financially, and operationally across all the performance measures and to what degree the mission of providing young adults with "second chances" has ultimately been achieved.

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The Board will need to build a strong collaborative relationship with the Goodwill Education Advisory Board to ensure that the development of the school program through the start-up phase will be successful and the Board will also need to be responsive and responsible Ambassadors for the Excel Center and its students.

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5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would bring it to the attention of the CEO and the Board Chair as the fiduciary responsibility, the public trust and the reputation of Goodwill may be tarnished/destroyed in the greater Austin area which ultimately would negatively impact all of the Goodwill services and programs .

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Gwendolyn Robinson Greene

## Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals X Yes

We know of other Board members through current and past membership on the Goodwill Board and as Seton colleagues and community members.

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees  Yes

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3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

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4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

X Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

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5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

---

6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

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8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

N/A

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9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes X No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

Gwendolyn Robinson Greene

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10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes X No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

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11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes X No If so, give details.

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12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes x No If so, give details.

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13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes X No If so, give details.

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**Certification**

I, Gwendolyn Robinson Greene, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

  
Signature

3-21-2014  
Date

**VERIFICATION**

State of Texas

County of Travis

Gwendolyn Robinson Greene

On this day, Gwendolyn Robinson Greene (name of affiant) appeared before me the undersigned notary public and depose that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 21 day of March, 2014.

(Notary Public) Heather Marie Briscoe

My commission expires 10/20/2015

(SEAL)



Gwendolyn Robinson Greene

Gwendolyn Robinson Greene  
2704 Deep River Circle, Round Rock Tx 78665  
(h) 512-341-8779  
(w) 512-414-0548  
(c) 617-251-5370  
[REDACTED]

## PROFESSIONAL EXPERIENCE

*Austin Independent School District, Austin, TX*  
*Community Schools Program Administrator*

*2002 – Present*

Providing leadership in managing all aspects of Adult Basic Education and English Language Learners' program and managing contracts with the Travis County, Texas Workforce Commission and Austin Community College.

*Maternal and Child Health Bureau, Washington, DC*  
*Proposal Review Panelist*

*Periodic*

Performed confidential reviews of applications and prepared detailed written reports of strengths and weaknesses of submissions along with recommendations for presentation to other panelists. Assisted in developing final written assessment of all applications submitted to panel for funding.

*Women's Educational and Industrial Union, Boston, MA*  
*Vice President of Operations and Programs*

*1999 – 2002*

Provided leadership across multiple and varied lines of business while directing Senior Management staff in the development and implementation of short and long term strategic plans and goals for this 125-years old non-profit organization with a budget of \$5.2 million. Facilitated interdepartmental communications; developed measurements and evaluations to maintain organization's commitment to excellence; directed and managed all technological upgrades; provided guidance in areas of human resources, budgeting and maintenance of physical plant. Worked with Board-level committees to improve program operations, diversity, development and finances.

*Choice Thru Education, Inc., Chelsea, MA*  
*Development and Program Coordinator*

*1995 - 1998*

Developed educational opportunity programming for minorities, disadvantaged youth, pregnant and parenting teens along with adult programs for attaining GED and ESL programs; served as community liaison and case manager. Program Director for Department of Justice's Weed and Seed Program. Wrote successful proposals/grants that were funded; consulted on the implementation of three youth intervention programs. Represented organization on city-wide committees to reduce gang recruitment and involvement; increase enrollment in pregnant teen support programs. Provided consulting services on staffing, human resources and volunteer recruitment and management.



*WESCO, Inc., Boston, MA*  
*Branch Administration Manager*

1994 - 1995

Responsible for daily operations for \$10 million electrical distribution center with specific emphasis on asset management, financial analysis, staffing and inside sales productivity. Developed operational procedures for inventory management at local level to reduce shortages and minimize costs associated with inventory levels.

*Sears Roebuck and Company*  
*Regional Operations Manager, Burlington, MA*

Twenty years of management experience with Sears Roebuck and Company in increasingly responsible positions. Gained diverse experience in operations, financial planning, sales, asset management and human resources. Responsible for operational efficiency and financial profitability of \$132 million dollar computer sales region comprised of 13 field locations from Buffalo to Philadelphia. Consistently exceeded operational goals, named Region Operations Manager of the Year for two consecutive years. Key growth agent and participant in the re-engineering of the company along with reducing Region's inventory level from \$6 million to \$570 thousand over 16 months. Instituted first training program for Operations Managers; adopted on national level

#### **EDUCATION**

M.Ed., Counseling Psychology, Cambridge College, Cambridge, MA  
BA, Psychology, Boston University, Boston, MA

#### **VOLUNTEER AND COMMUNITY EXPERIENCE**

|   |                                      |
|---|--------------------------------------|
| Board Member  | Goodwill Industries of Central Texas |
| Mentor  | Ann Richards School                  |
| Austin Alumnae Chapter, Delta Sigma Theta Sorority, Inc | Past President                       |
| Austin Delta Foundation                                 | Past President                       |
| YWCA, Austin, TX  | Past President, Secretary            |
| United Way of Greater Williamson County                 | Volunteer Proposal Reviewer          |
| Delteens, Austin, TX                                    | Sponsor                              |
| YWCA, Malden, MA  | President, Board Member              |
| Economic Development Board, Chelsea, MA                 | Vice- Chair                          |
| Board of Christian Education, Emmanuel Baptist Church   | Member                               |
| Board of Trustees, Emmanuel Baptist Church              | Member                               |
| Boys and Girls Clubs of Boston, Boston, MA              | Board of Overseers                   |
| Sokolowski School PTO, Chelsea, MA                      | President                            |
| Domestic Violence Roundtable, Cambridge, MA             | Advocate                             |
| Forfeiture Reinvestment Commission, Suffolk County, MA  | Senior Proposal Reviewer             |
| City Charter Commission, Chelsea, MA                    | Member                               |
| Community Development Board, Chelsea, MA                | Chair                                |
| Children In Placement, Hartford, CT                     | Court Appointed Advocate             |

## BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

### Background

1. Name of charter school on whose Board of Directors you serve The Excel Center
2. Full name Francine Wilkins Breckenridge  
Home Address 4404 Deepwoods Drive, Austin, Texas, 78731  
Business Name and Address 720 Brazos St., Ste. 700, Austin, Texas, 78701  
Phone Number 512-499-3630 (work)  
E-mail address francine.breckenridge@strasburger.com

- Resume and professional bio are attached here.  
 Resume and professional bio are attached elsewhere in the application (indicate Attachment number). \_\_\_\_\_
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.  
 Does not apply to me  Yes

### **Big Brothers and Big Sisters of Central Texas**

4. What was your motivation to serve on the board of the proposed charter school?  
**To assist an underserved student population that will not only enrich individual students lives, but also create a positive impact for our local community.**
5. What is your understanding of the appropriate role of a public charter school board member?  
**To exhibit upstanding professional and personal character and high moral values. I also understand that as a Board member, I, along with my fellow Board members, am ultimately responsible for ensuring financial and academic performance of the school.**
6. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g. other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
**The Charter School will have another Board to govern it, so we will be an oversight Board for the Charter School.**
7. Describe the specific knowledge and experience that you would bring to the board.  
**I am Board certified in Labor and Employment Law, so I can assist in a variety of personnel and employment issues.**

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
**To provide individuals who have dropped out of school and are over the age of 25 the opportunity to obtain a high school diploma enabling them to better themselves and their career opportunities. Also, the school will provide education in technical areas, allowing students to achieve certification in a particular trade or skill which will help the students obtain jobs post-graduation.**
2. What is your understanding of the school's proposed educational program?  
**It will offer traditional high school courses, as well as classes that will enable students to obtain certifications in a skilled area (ie., auto mechanics, technology, plumbing, etc.)**
3. What do you believe to be the characteristics of a successful school?  
**Providing a rigorous individualized curriculum to students; providing skills for students to**

engage in a technical career; decreasing dropout rates and increasing attendance, passage of state mandated tests; graduates continue on to higher education and successful careers.

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4. How will you know that the school is succeeding (or not) in its mission?

**By an analysis of graduation rate vs. dropout rate, tracking careers and further education obtained by graduates, by evaluating students' state-mandated test scores.**

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#### Governance

1. Describe the role that the board will play in the school's operation.

**The President/CFO at Goodwill is the Superintendent of the school and he will report directly to the Goodwill Board. He will work with the Head of the School, as well as the Sr. Vice President of Mission Services, to oversee the school's performance. The Goodwill Board has chosen to delegate power and duties to the Goodwill Education Board which governs the charter school. The Goodwill Education Board will report directly to the Goodwill Board on all school issues, including without limitation, student performance, administrative issues, attendance, management and teacher issues, test scores, etc.**

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2. How will you know if the school is successful at the end of the first year of operation?

**The number of enrolled students, plus the number of students on track for graduation. Also, the passage rate of state-mandated tests will be indicative of a successful program.**

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3. How will you know at the end of four years of the school is successful?

**The graduation rate and total number of diplomas and types of diplomas earned since the school opens its doors is key. Also, the number of trade certificates issued and the number of students who graduated from the school who went on to obtain higher education will be a positive indicator of success. Finally, if there is a waiting list for enrollment spaces, this will show the tremendous need for this type of charter school in our community.**

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4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

**The Head of the School and staff are central to the success of the school. These individuals must be compassionate, dynamic, ethical, responsible and well-educated leaders for the students.**

---

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

**Immediately inform the President/CEO and participate, to the extent necessary, into any investigation of the alleged wrongful conduct. I can also assist with legal issues that may arise in such a situation.**

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#### Disclosures

1. Indicate whether you (or your spouse) know the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know these individuals  Yes

**I know some of them as they serve on the Goodwill Industries of Central Texas Board of Directors**

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2. Indicate whether you (or your spouse) know any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

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I / we do not know any such employees  Yes

- 
3. Indicate whether you (or your spouse) know anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons  Yes

- 
4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons  Yes

- 
5. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A  I / we or my family do not anticipate conducting any such business  Yes

- 
6. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family  Yes

7. List all business or organizations of which you are a partner or in which you have a majority interest.  
**I am an income partner at Strasburger & Price, LLP.**

- 
8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:  
**None.**

- 
9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

- 
10. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes  No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

- 
11. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent,

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child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes  No If so, give details.

---

12. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes  No If so, give details.

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13. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes  No If so, give details.

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**Certification**

I, **Francine W. Breckenridge**, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Date

3/20/2011

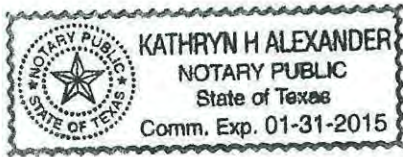
VERIFICATION

State of Texas

County of Travis

On this day, **Francine W. Breckenridge** appeared before me the undersigned notary public and deposed that she executed the above instrument and that the statements and answers contained therein are true and correct to the best of her knowledge and belief.

Subscribed and sworn to before me this 20th day of March, 2014.



*Kathryn H. Alexander*  
\_\_\_\_\_  
Notary Public – State of Texas

(SEAL)

# Strasburger

ATTORNEYS AT LAW



## Francine W. Breckenridge

Partner  
 720 Brazos Street Suite 700  
 Austin, Texas 78701  
 francine.breckenridge@strasburger.com  
 512.499.3630  
 512.536.5724 fax

- Labor & Employment
- Governmental
- Housing Authority Law
- Litigation



**Francine Breckenridge** is a Board Certified labor and employment attorney practicing primarily in labor and employment law as well as commercial litigation, with significant experience in both state and federal court. She works extensively in drafting employment manuals, employment agreements, releases, and other types of employment contracts.

Francine frequently conducts training seminars for managers and non-managerial employees on important issues confronting today's work force. She is a frequent speaker on important employment and labor topics and has published several articles in conjunction with her lectures and has experience in complex insurance coverage disputes. She routinely defends clients in a variety of complex commercial disputes.

Francine handles arbitrations, Fair Labor Standards Act (FLSA) and Department of Labor (DOL) audits, Equal Employment Opportunity Commission (EEOC) and related state statute claims, Texas Workforce (TWC) claims, Occupation Safety & Health (OSHA) matters and assisted employers during Bureau of Immigration and Custom Enforcement (ICE) investigations.

### PROFESSIONAL AFFILIATIONS

- Admitted, Texas: U. S. District Court for the Northern, Southern, Eastern, Western Districts
- Admitted, U. S. Court of Appeals for the Fifth Circuit
- Austin Bar Association (Litigation and Labor and Employment Law Sections)
- American Bar Association (Labor Law Section)
- State Bar of Texas faculty member for the Advanced Employment Law Course 2001, 2009
- Fellow, Texas Bar Foundation

### EDUCATION

- Baylor Law School, J.D., 1992
- *Order of the Barristers*
- *Top ten speaker in Moot Court Competition*
- *Phi Delta Phi Member*
- The University of Texas at Austin, B.A.1981, *with honors*

### EXPERIENCE

Francine counsels and represents companies in all areas of labor and employment law, and in a variety of business disputes. Her extensive experience includes:

- Successfully drafted and defended several non-compete agreements and provisions.
- Successfully obtained summary judgment for publically traded company in suit involving racial discrimination, FLSA, equal pay act, retaliation and other related claims.
- Successfully negotiated reasonable settlement mid-trial in a breach of contract, quantum meruit suit.
- Successfully negotiated settlement with OSHA and Plaintiff on behalf of client that had a fatality at its facility.
- Successfully defeated a Temporary Injunction request, attempting to enforce an invalid non-compete restricting clients from working in their profession.
- Participated in a variety of insurance coverage disputes.
- Counsel and litigation in all aspects of employment related matters such as race, age, disability and discrimination charges, wrongful termination, wage and hour claims, Fair Labor Standards Act claims.
- Participated in several: 1) OSHA audits; 2) Bureau of Immigration and Custom Enforcement investigations and audits; 3) Department of Labor investigations and audits; 4) internal investigations concerning allegations of violations under Title VII, The Texas

- Commission on Human Rights Act (TCHRA) and the Texas Labor Code.
- Advice and representation regarding misappropriations of trade secrets, unfair and non-competition matters, qui tam litigation, whistleblower statutes and Sarbanes-Oxley issues.
- Counseling individual employees on EEOC matters, conducting internal investigations into allegations of discrimination and provided training to managers and non-managers on various EEOC matters.
- Preparing and arguing appeals before state and federal appellate court.
- Handling multi-plaintiffs class actions on the defense side.

#### PUBLICATIONS

##### PUBLICATIONS

- [He Has the Power](#), Strasburger's Noncompete Blog (October 2013).

##### SPEAKING ENGAGEMENTS

- *Don't Let Cupid Steal Your Secrets - Protect Confidential Information with Texas' New Uniform Trade Secrets Act*, Strasburger Labor & Employment Breakfast Series (February 2014).
- *You Must Be Crazy To Work Here*, Housing Authorities of Texas Symposium (November 2013).
- Panelist, *Employment Law Q&A*, Housing Authorities of Texas Symposium (November 2013).
- *FLSA Traps to Avoid*, Housing Authorities of Texas Symposium (November 2012).
- *What NOT to Ask in an Interview*, Texas PRIMA (November 2012).
- *My Employee Benefits Are Better Than Yours*, NAHRO (June 2012).
- *Fringe Benefits: Discussion on Fringe Benefits & Other Legal Concerns Regarding Employee Benefits*, NAHRO (June 2012).
- *Job Descriptions, Evaluations, and Goal Setting*, NAHRO (June 2012).
- *FLSA: Hi, I'm From the Government and I'm Here to Help You*, Strasburger Employment Law Breakfast Series (September 2011).
- *You Asked the Interviewee WHAT?!!?*, Housing Authorities of Texas Symposium (May 2011).
- *Sexual Harassment Complaints, Investigations*, NAHRO (April 2011).
- *Sexual Harassment*, Housing Authorities of Texas Symposium (November 2010).
- Co-presenter, *The ADAA and FMLA Explained*, Strasburger Employment Law Breakfast Series (May 2010).
- *Stopping Sexual Harassment, A Legal Forum on Employment Law* (September 2005).
- *Fair Labor Standard Act Issues*, General Counsel Forum (October 2004).
- *The Employment Process: Hiring Without Liability - Practical Applications of Employment Law*, Sterling Educational Services Seminar (May 2004).
- *Privacy in the Workplace - Is Big Brother Watching?*, State Auditor's Office (February 2004).
- *Employment In the Workplace*, A Legal Forum (January 2004).
- *The Employment Process: Hiring Without Liability*, Sterling Educational Services Continuing Legal Education, LLC. (2004).
- *How to Avoid Pitfalls and Problems Under the Fair Labor Standards Act*, The National Industrial Transportation League (2003).
- *How to Avoid Pitfalls and Problems under the Fair Labor Standards Act*, The National Industrial Transportation League and Transportation Intermediaries Association (November 2003).
- *Handling Harassment*, Lorman Education Services (July 2002).
- *Handling Harassment - Human Resource Audits in Texas*, Lorman Business Center, Inc. (2002).
- *Hiring and Firing*, Ninth Annual Advanced Employment Law Course (February 2001).
- *An Overview of Texas Law; A State by State Employment Law Guide*, Defense Research Institute (January 2001).
- *Hiring and Firing: Without Impunity and Without Liability One Can Only Hope!* State Bar of Texas (2001).
- *Suing and Defending Public Employees Including First and Fourteenth Amendment Claims*, State Bar of Texas (1999-2000).

##### MEDIA MENTIONS

- ["Will Businesses Be Too Scared to Offer Unpaid Internships?"](#), FOX Business, June 2013



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment D: Assurances

Sponsoring Entity: GOODWILL INDUSTRIES OF CENTRAL TEXAS

Proposed Charter School Name: THE EXCEL CENTER

## Nineteenth Generation Charter Application Bilingual Education/ESL, Section 504, and Dyslexia Assurances

*TEC, Chapter 29, Subchapter B, TEC §12.104(b)(2)(G), and 19 TAC §§89.1201-.1265* require charter schools to identify limited English proficient students based on state criteria and to provide an appropriate bilingual education or English as a second language program conducted by teachers certified for such courses.

- A. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to limited English proficient students.

**Check one:**

- Yes  
 No

Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

- B. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

**Check one:**

- Yes  
 No

*TEC §38.003, TEC §12.104(b)(2)(K), 19 TAC §74.28* and Section 504 of the Rehabilitation Act of 1973, *29 U.S.C. §794*, require charter schools to identify students with dyslexia or related disorders and to provide appropriate educational services.

- C. The charter holder certifies that prior to serving students the charter will have policies and procedures in place ensuring that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students with dyslexia or related disorders.

**Check one:**

- Yes  
 No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.

MARK FINGER

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair  
(must sign in blue ink)

Date

01/25/14

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

Name of Sponsoring Entity

**74-1322808**

FEI No./Taxpayer ID

**THE EXCEL CENTER**

Proposed Charter School Name

**TEXAS EDUCATION AGENCY**

**Division of Planning and Grant Reporting**

**General Application of Assurances for Federal Programs Administered by the U.S. Department of Education**

Authority for Data Collection: 20 USC Section I232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C. Section 9306 (a).


Planned Use of Data: The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section I232e stipulate that "Each local education agency which participates in an applicable program under which federal funds are made available to such agency through a State agency shall submit, to such agency or board, a general application containing the assurances set forth in subsection (b) of this section". The requirements of P. L. 107-110, No Child Left Behind Act of 2001. Title IX, Part C, Section 9306 (a) stipulate that "any applicant, other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 9305, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted." The application shall cover the participation by the local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in all federal programs administered by the U.S. Department of Education.

Instructions: This general application will be in effect for the duration of participation in federal programs until such time as the requirements change. The superintendent or authorized official must sign the certification and return to the address below. Payment for federally funded applications and contracts cannot be made by this Agency until the general application is received. Payments to grantees for current grants may be delayed if the General Application of Assurances is not received in the time requested. For further information, contact the Division of Planning and Grant Reporting at (512)463-7004.

Certification:

I, the undersigned authorized official for the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe in accordance with 20 USC Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a), hereby apply for participation in federally funded education programs.

I certify that the above-named local educational agency, public agency, nonprofit private agency, institution, organization or Indian tribe will adhere to the assurances stated on the reverse side of this form.

|  |                        |                                  |   |  |
|--|------------------------|----------------------------------|---|--|
| Typed Name of Authorized Official or Charter Holder  | Date<br><i>3/25/14</i> | Telephone<br><i>512.687.7100</i> | Authorized Original Signature (blue ink)<br> |  |
| Goodwill Industries of Central Texas                 |                        |                                  |   |  |
| Typed Title of Authorized Official of Charter Holder |                        |                                  |   |  |
| Mark Finger  |                        |                                  |   |  |
| Address of Charter Holder                            | City                   | State                            | Zip Code  |  |
| 1015 Norwood Park Boulevard                          | Austin                 | TX                               | 78753   |  |

## ASSURANCES

The following assurances are provided in accordance with the United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232e and P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

### Assurance is hereby given that

- (1) the local educational agency will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and a public agency will administer those funds and property;
- (3) the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
- (4) the local educational agency will make reports to the Texas Education Agency or State Board of Education and to the Secretary of Education as may reasonably be necessary to enable the Texas Education Agency or State Board of Education and the Secretary of Education to perform their duties and the local educational agency will maintain such records, including the records required under section 1232f \* of this title, and provide access to those records, as the Texas Education Agency or State Board of Education or the Secretary of Education deem necessary to perform their duties;
- (5) the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
- (6) any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) in the case of any project involving construction-
  - (A) the project is not inconsistent with overall State plans for the construction of school facilities, and
  - (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
- (8) the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- (9) none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

### AND

In addition to the above, the following assurances are provided in accordance with P. L. 107-110, No Child Left Behind Act of 2001, Title IX, Part C, Section 9306 (a):

- (1) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and  
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
- (2) the applicant will adopt and use proper methods of administering each such program, including ---
  - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
  - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- (3) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
- (4) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

\* Section 1232f, United States Code, Title 20, Education

## RECORDS

Each recipient of Federal funds under any applicable program through any grant, subgrant, cooperative agreement, loan, or other arrangement shall keep records which fully disclose the amount and disposition by the recipient of those funds, and the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective financial or programmatic audit.

Sponsoring Entity: GOODWILL INDUSTRIES OF CENTRAL TEXAS

Proposed Charter School Name: THE EXCEL CENTER

## Nineteenth Generation Charter Application Special Assurances Document

*The chair of the proposed sponsoring entity shall initial each of the following on this page and the next to indicate an understanding of and a commitment to comply with each of following assurances:*

MAF **Open Meetings Requirements:**

The charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

MAF Furthermore, the charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation from compensation as submitted in the application for charter.

MAF **Public Information Requirements:**

The charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

MAF **Criminal History Check Requirements:**

The charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of an charter school if the person has been convicted of a misdemeanor involving moral turpitude, a felony, an offense listed in TEC 37.007(a) or an offense listed in Article 62.01(5) Code of Criminal Procedure.

MAF **Annual Training Requirements:**

The charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.

MAF **Residential Facilities Monitoring (RFM) System:**

*The charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in RFs. The charter holder further assures that it understands that it will be required to report data related to students with disabilities residing in RFs in TEA's data collection system known as RF Tracker and that it may be subject to RFM intervention activities and on-site visits based upon a review of the data it reports or on random or other means of selection.*

MAF **Special RF Training:**

The charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

Sponsoring Entity: GOODWILL INDUSTRIES OF CENTRAL TEXAS

Proposed Charter School Name: THE EXCEL CENTER

**Admission and Enrollment**

MAF The charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

MAF The charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

MAF The charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

MAF The charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the State Board of Education (SBOE) as a performing arts school with an audition component or the charter was amended by the commissioner of education to designate the school a performing arts school with an audition component.

MAF The charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition was specifically approved by the SBOE when the charter was originally awarded, or if the charter was amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

**Withdrawal and Expulsion Issues**

MAF The charter holder understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the district discovers that the student has falsified enrollment information;
- proof of identification is not provided; or
- immunization records are not provided.

MAF The charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

MAF The charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or **withdrawing** a student from the charter school. See 19 TAC §100.1211 (c).

*I the undersigned hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and the previous page.*

MARK FINGER

Printed Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

Date

3/25/14

Sponsoring Entity: GOODWILL INDUSTRIES OF CENTRAL TEXAS

Proposed Charter School Name: THE EXCEL CENTER

**Nineteenth Generation Charter Application  
Special Education Assurances and Development of Policies and Procedures**

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613 (a) (1), each charter school must have on file with the Texas Education Agency (TEA) a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education. Charter schools are required to develop plans using the online Legal Framework for the Child-Centered Process following the guidance below. Posting plans on the Legal Framework is not required, but is strongly encouraged.

**Electronic Submission**

Region 18 Education Service Center (ESC) in coordination with other ESCs provides leadership to the State in the electronic development of charter policies and procedures through the online **Legal Framework for the Child-Centered Process Phase IV: "Charting the Course"** (Legal Framework-Phase IV) at <http://framework.esc18.net/>.

**Applicant Assurance Statement**

The sponsoring entity's CEO must sign the assurance statement below certifying that the proposed charter school will have in place upon opening the above-described special education policies and procedures. Once the contract is issued and a county district number is assigned, the charter holder will develop its policies and procedures through the online Legal Framework.

**Future Updates to Policies and Procedures**

Charters will use the Legal Framework for developing and submitting updated policies and procedures assurances in the future. Guidance from ESCs on updates to policies and procedures will be ongoing.

**Technical Assistance**

For questions concerning or information about the electronic submission of charter policies and procedures, please consult with your regional ESC special education contact at <http://www.tea.state.tx.us/special.ed/escinfo/contact.html>.

**Assurance Statement**

By signing below, the sponsoring entity assures that the proposed charter school will have in place prior to opening policies and procedures that ensure implementation of IDEA 2004 and all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner's rules concerning students with disabilities receiving special education services and further assures that any future amendments to the regulations, laws, and rules will be incorporated into policies and procedures and implemented by the charter school.

MARK FINGER

Printed Name of Sponsoring Entity Board Chair



Signature of Sponsoring Entity Board Chair  
(must sign in blue ink)

3/25/14

Date

SAS 544-14  
RFA 701-14-104

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Mark Finger  
(Please Print or Type Full Name)

Employer or Company Represented: National Instruments  
(Please Print or Type Full Name)

Position/Title: VP, Worldwide Human Resources  
(Please Print or Type Full Name)

Date of contribution or gift: n/a

Amount contribution or gift: n/a

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Yvonne M. Suttles  
(Please Print or Type Full Name)

Employer or Company Represented: Applied Materials  
(Please Print or Type Full Name)

Position/Title: Director - Finance Systems and Integrations  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

  
Signature of Sponsoring Entity Board President

March 7, 2014  
Date

3/25/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the DATE line below.

Individual making report: Paula J. Campbell  
(Please Print or Type Full Name)

Employer or Company Represented: Seton Healthcare Family  
(Please Print or Type Full Name)

Position/Title: Chief Financial Officer & Sr. Vice President  
(Please Print or Type Full Name)

Date of contribution or gift: \_\_\_\_\_

Amount contribution or gift: 0

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Anne Louise Morgan  
(Please Print or Type Full Name)

Employer or Company Represented: City of Austin  
(Please Print or Type Full Name)

Position/Title: Deputy City attorney  
(Please Print or Type Full Name)

Date of contribution or gift: 2/19/14; 10/01/08; 08/01/06; 5/24/10

Amount contribution or gift: \$100; \$100; \$50; \$100

Name of person receiving contribution or gift: Wendy Davis, Woodfin Jones, Diane Henson, William H White

Detailed description of contribution or gift: N/A

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Issam (Sam) Bakir  
(Please Print or Type Full Name)

Employer or Company Represented: TNT Financial Services, Inc  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: 2/22/11, 7/1/13, 2/1/14, 2/11/14

Amount contribution or gift: \$100, \$300, \$100, \$150

Name of person receiving contribution or gift: Alan McGraw, Ramey Ko, Richard Jung, Alan McGraw

Detailed description of contribution or gift: Campaigns

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Francine W. Breckenridge  
(Please Print or Type Full Name)

Employer or Company Represented: Goodwill Industries of Central Texas  
(Please Print or Type Full Name)

Position/Title: Board Member  
(Please Print or Type Full Name)

Date of contribution or gift: See attached list.

Amount contribution or gift: See attached list.

Name of person receiving contribution or gift: See attached list.

Detailed description of contribution or gift: Campaign contribution.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

**CONTRIBUTOR: Francine W. Breckenridge**

| <b>Recipient</b>         | <b>Amount</b> | <b>Contribution Date</b> |
|--------------------------|---------------|--------------------------|
| Patterson, Jan P.        | \$100         | 02/09/2004               |
| Brees, Mina A.           | \$100         | 10/06/2005               |
| Jones, J. Woodfin        | \$100         | 06/29/2007               |
| Hathcock, James Andrew   | \$100         | 10/03/2007               |
| Patterson, Jan P.        | \$125         | 06/12/2009               |
| Rose, Jeffrey L.         | \$250         | 02/02/2010               |
| Rose, Jeffrey L.         | \$100         | 04/30/2010               |
| Friends of David Puryear | \$50          | 09/11/2011               |
| Rose, Jeffrey L.         | \$100         | 10/12/2011               |
| Rose, Jeffrey L.         | \$100         | 08/06/2012               |
| Rose, Jeffrey L.         | \$100         | 11/26/2013               |
| Hurley, Rhonda G.        | \$50          | 10/31/2011               |
| Price, Velva             | \$250         | 2013                     |
| Obama, Barack            | \$500         | 2008                     |

## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Thomas Delisi  
(Please Print or Type Full Name)

Employer or Company Represented: Delisi Communications  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: Please see attached

Amount contribution or gift: Please see attached

Name of person receiving contribution or gift: Please see attached

Detailed description of contribution or gift: Please see attached

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

3/25/14  
Date

| <b>Recipient</b>        | <b>Amount</b> | <b>Contribution date</b> |
|-------------------------|---------------|--------------------------|
| Texans for Don Willett, | \$881         | 2/24/2006                |
| Sheffield, Ralph E.     | \$250         | 9/30/2008                |
| Gonzales, Larry D.      | \$500         | 1/22/2010                |
| White, James E.         | \$250         | 12/3/2010                |
| Dale, Anthony W.        | \$40          | 4/13/2012                |
| Dale, Anthony W.        | \$250         | 4/16/2012                |
|                         |               |                          |
|                         |               |                          |
|                         |               |                          |



## CAMPAIGN CONTRIBUTION DISCLOSURE

**Instructions:** Complete one form for each member of the sponsoring entity board and any member of the application team that will have a substantial role in the day to day operation of the charter if awarded. Applicants are to disclose any campaign contributions or benefits offered to any individuals running for or elected to a public office for the period January 1, 2004 to the present. In none, complete and submit one form in the name of the application contact person noting N/A on the *DATE* line below.

Individual making report: Leslie L. Gage  
(Please Print or Type Full Name)

Employer or Company Represented: Gage Furniture  
(Please Print or Type Full Name)

Position/Title: President  
(Please Print or Type Full Name)

Date of contribution or gift: \$500 on Nov.20, 2013 and \$250 on Feb 24th, 2014

Amount contribution or gift: \$500 an \$250.

Name of person receiving contribution or gift: Brigette Shea

Detailed description of contribution or gift: check for her to run for Travis County Commissioner

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Mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Cindy G Goldsberry  
(Please Print or Type Full Name)

Employer or Company Represented: Boundless Network  
(Please Print or Type Full Name)

Position/Title: VP Sales Strategic Sales & Services  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

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Mark Finger  
Print or Type Name of Sponsoring Entity Board President

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

3/25/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Gwendolyn Robinson Greene  
(Please Print or Type Full Name)

Employer or Company Represented: N/A  
(Please Print or Type Full Name)

Position/Title: Community Member  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

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Mark Finger  
Print or Type Name of Sponsoring Entity Board President

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

3/25/14  
Date

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Individual making report: CARL Edwin HANSEN  
(Please Print or Type Full Name)

Employer or Company Represented: Goodwill Industries of Central Texas  
(Please Print or Type Full Name)

Position/Title: Board member  
(Please Print or Type Full Name)

Date of contribution or gift: — 0 —

Amount contribution or gift: — 0 —

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: James K Lagarde Jr  
(Please Print or Type Full Name)

Employer or Company Represented: AdRevolution  
(Please Print or Type Full Name)

Position/Title: COO  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

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\_\_\_\_\_  
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Mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

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Individual making report: Michael Lustina  
(Please Print or Type Full Name)

Employer or Company Represented: Research + Data Insights  
(Please Print or Type Full Name)

Position/Title: President & COO  
(Please Print or Type Full Name)

Date of contribution or gift: See attached list

Amount contribution or gift: See attached list

Name of person receiving contribution or gift: See attached list

Detailed description of contribution or gift: N/A

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

3/25/14  
Date

| <b>Recipient</b>      | <b>Amount</b> | <b>Contribution date</b> |
|-----------------------|---------------|--------------------------|
| Texans for Rick Perry | \$500         | 8/18/2005                |
| Texans for Rick Perry | \$500         | 8/18/2005                |
| Texans for Don Willet | \$250         | 10/19/2006               |
| Texans for Rick Perry | \$500         | 10/2/2008                |
| Craig Goldman         | \$100         | 10/2/2007                |
|                       |               |                          |
|                       |               |                          |
|                       |               |                          |
|                       |               |                          |

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Erica Saenz  
(Please Print or Type Full Name)

Employer or Company Represented: The University of Texas at Austin  
(Please Print or Type Full Name)

Position/Title: Assistant Vice President for Community and External Relations  
(Please Print or Type Full Name)

Date of contribution or gift: 6/30/2010, 6/30/2010, 6/30/2010, 6/30/2010

Amount contribution or gift: \$10, \$10, \$10, \$10

Name of person receiving contribution or gift: Jessica Farrar, Diana Maldonado, Diana Maldonado and Veronica Gonzales

Detailed description of contribution or gift: political contributions collected through ACTBLUE Texas PAC

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Mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date



## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Yvonne Marie VanDyke  
(Please Print or Type Full Name)

Employer or Company Represented: Seton Family of Hospitals  
(Please Print or Type Full Name)

Position/Title: Senior Vice President, Nursing and Clinical Education Center  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

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\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

## CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Gerald L. Davis  
(Please Print or Type Full Name)

Employer or Company Represented: Goodwill Industries of Central Texas  
(Please Print or Type Full Name)

Position/Title: President & CEO  
(Please Print or Type Full Name)

Date of contribution or gift: -0-

Amount contribution or gift: \_\_\_\_\_

Name of person receiving contribution or gift: \_\_\_\_\_

Detailed description of contribution or gift: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

3/25/14  
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Individual making report: Michael Willard  
(Please Print or Type Full Name)

Employer or Company Represented: Goodwill Industries of Central Texas  
(Please Print or Type Full Name)

Position/Title: Sr. Vice President of Mission Services  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

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\_\_\_\_\_  
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Mark Finger  
Print or Type Name of Sponsoring Entity Board President

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

3/25/14  
Date

# CAMPAIGN CONTRIBUTION DISCLOSURE

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Individual making report: Dodie Brown  
(Please Print or Type Full Name)

Employer or Company Represented: Goodwill Industries of Central Texas  
(Please Print or Type Full Name)

Position/Title: Vice President of Financial Services  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

3/25/14  
Date

  
Signature of Sponsoring Entity Board President

3/25/14  
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Individual making report: Traci Berry  
(Please Print or Type Full Name)

Employer or Company Represented: Goodwill Industries of Central Texas  
(Please Print or Type Full Name)

Position/Title: Sr. Vice President of Community Engagement  
(Please Print or Type Full Name)

Date of contribution or gift: N/A

Amount contribution or gift: N/A

Name of person receiving contribution or gift: N/A

Detailed description of contribution or gift: N/A

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mark Finger  
Print or Type Name of Sponsoring Entity Board President

  
Signature of Sponsoring Entity Board President

3/25/14  
Date

3/25/14  
Date

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E: Eligibility Documents

**GENERATION 19 ELIGIBILITY DOCUMENTATION COVER SHEET AND COMPLETENESS CHECKLIST**

A complete eligibility documentation submission must be assembled in this order:

- 1. Completed Eligibility Documentation Coversheet
- 2. 501(c)(3) determination letter from the IRS
- 3. Articles of Incorporation (*if incorporated before December 31, 2005*) OR Certificate of Filing and Certificate of Formation (*if incorporated after January 1, 2006*), and any amendments to these documents
- 4. Current bylaws including any amendments
- 5. Attendance receipt from an applicant information session
- 6. Copies of the published notice(s) of the public meetings held for each proposed campus, as they appeared in PRINTED MEDIA.
- 7. Applicants from other states:
  - a. The completed Out of State Portfolio Demonstration Form (*found on the next page of this document*)
  - b. Copies of the state-issued performance data for EVERY charter school/campus currently in operation

Name of Sponsoring Entity

GOODWILL INDUSTRIES OF CENTRAL TEXAS

Primary contact person: TRACI BERRY, CFRE

Phone Number: 512.748.1049

Email: TRACI.BERRY@AUSTINGOODWILL.ORG

**Certification**

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization  
MARK FINGER

Name of Sponsoring Entity Board Chair

Signature of Sponsoring Entity Board Chair

3/25/14  
Date

**OUT OF STATE OPERATOR PORTFOLIO DEMONSTRATION FORM**

- We have read and understood TEC§§12.101 and 12.1011
- The portfolio history provided in Attachment OS.1 is a true and accurate representation of our school portfolio to date, and includes all schools that have ever been operated by our organization.
- The academic performance data provided in Attachment OS.1 is true and accurate, and includes all available information on all of our schools currently in operation, regardless of opening year.
- Our portfolio performance is in compliance with statutory eligibility requirements listed above, namely:
  - We have not, in the last 10 years, lost any school under our management for any of the reasons described.
  - We are not affiliated with an organization that has, in the last 10 years, lost any school under its management for any of the reasons described.
  - The academic data provided in this eligibility packet and in Attachment OS.1 demonstrates that every school in our portfolio, regardless of location, is performing equivalent to one of the two highest performance levels in the Texas accountability rating system.

**-OR-**

- Our portfolio performance is NOT in compliance with statutory eligibility requirements listed above.

**EXPLAIN ANY LOSSES OF SCHOOLS OR ANY ACADEMIC PERFORMANCE DEFICIENCIES THAT ARE OUT OF COMPLIANCE AS NOTED ABOVE. TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

**NOT APPLICABLE**

**Certification**

By my signature below, I certify that the information contained herein, and in all elements of our open enrollment charter school application, is true and accurate. I understand that the TEA reserves the right to request additional information about the schools in our portfolio or a subset thereof, and that the TEA may contact other organizations with whom we hold contracts, including the authorizers or governing bodies of schools in our portfolio, to verify information and conduct due diligence.

*Signature*

*Date*

NOT APPLICABLE

*Name*

*Title*



Internal Revenue Service

Department of the Treasury

District  
Director

1100 Commerce St., Dallas, Texas 75242

▷ Goodwill Industries of  
Central Texas  
300 North Lamar Blvd.  
Austin, TX 78703

Person to Contact:

EO Technical Assistor  
Telephone Number:  
(214) 767-3526

Refer Reply to:  
EO:TPA:4940DAL

Date:

JUL 27 1989

Employer Identification  
Number: 75-1322808

Dear Sir or Madam:

Our records show that Goodwill Industries of Central Texas  
is exempt from Federal Income Tax under section 501(c)(3) of the Internal  
Revenue Code. This exemption was granted October 1960 and  
remains in full force and effect. Contributions to your organization are  
deductible in the manner and to the extent provided by section 170 of the  
Code.

We have classified your organization as one that is not a private foundation  
within the meaning of section 509(a) of the Internal Revenue Code because  
you are an organization described in section 170(b)(1)(A)(vi).

If we may be of further assistance, please contact the person whose name and  
telephone number are shown above.

Sincerely

*J. Flowers*  
EO Technical Assistor



U. S. TREASURY DEPARTMENT  
INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
AUSTIN, TEXAS

October 25, 1960

IN REPLY REFER TO  
AUS-EO-60-110  
A:R:8:nh

Goodwill Industries of Austin, Inc.  
107 E. 5th Street  
Austin, Texas

Gentlemen:

Based on evidence presented you are organized and operated exclusively for charitable purposes, and are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954, for the year 1959, et seq.

You are not required to file income tax returns unless you change the character of your organization, the purposes for which you were organized, or your method of operation. Any such changes should be reported to us immediately. However, you must file an annual information return, Form 990-A.


Contributions made to you are deductible by the donors in computing their taxable net income in the manner and to the extent provided by section 170 of the 1954 Code.

Bequests, legacies, devises, or transfers to or for your use are deductible in computing the value of the net estate of a decedent for estate tax purposes in the manner and to the extent provided by sections 2055 and 2106 of the 1954 Code. Gifts of property to you are deductible in computing net gifts for gift tax purposes in the manner and to the extent provided in section 2522 of the 1954 Code.

You are not liable for taxes under the Federal Insurance Contributions Act unless you have filed a certificate of waiver of exemption under section 3121(k) of the 1954 Code. Section 3306(c) provides for your exemption from Federal unemployment tax.

Your exemption will be revoked if any substantial part of your activities consists of carrying on propaganda or otherwise attempting to influence legislation, or if you participate in or intervene in (including the publishing or distributing of statements) any political campaign on behalf of any candidate for public office.

Sincerely yours,

  
R. L. Phinney  
District Director

Filed in the Office of the  
Secretary of State of Texas  
This 26 day of May 1958  
W. D. [Signature]  
Director, Charter Division

THE STATE OF TEXAS, |  
COUNTY OF TRAVIS |

KNOW ALL MEN BY THESE PRESENTS:

THAT we, Louis O. Sluder, Lonnie H. O'Dell, C. B. Smith, C. A. McAden, David G. Benjamin, Rev. R. K. Heacock, Joe Ricketts, Rex Shields, Ed F. St. John, James M. Clay, Aubrey Harrell, John Ledbetter, all citizens of Austin, Travis County, Texas under and by virtue of the laws of this state do hereby voluntarily associate ourselves together for the purpose of forming a private corporation under the terms and conditions hereinafter set out, as follows:

1. The name of this Corporation is Goodwill Industries of Austin.

2. The purposes for which this corporation is formed are to provide for the educational welfare of the handicapped, the needy and the dependent. By providing of industrial education and the opportunity to work, by the encouragement of thrift, by the promotion of cooperation, this corporation shall seek to prevent pauperism, to relieve the temporary distresses of the unfortunate and to train the unemployed and handicapped in self-supporting occupations through which they may maintain their self respect.

3. The place where the business of the corporation is to be transacted is at Austin in Travis County, Texas and throughout the state of Texas with its principal place of business at Austin, Texas.

4. The term for which this corporation is to exist is fifty years from date hereof.

5. The number of directors shall have a maximum of twenty-five, and the names and residences of those who are appointees for the first year are as follows:

Louis O. Sluder, 2615 Salado, Austin, Texas  
Lonnie H. O'Dell, 204 Oak Plaza, Austin, Texas  
C. B. Smith, 3317 Bowman Road, Austin, Texas  
C. A. McAden, 5000 Crestway, Austin, Texas  
David G. Benjamin, 2305 Tower Drive, Austin, Texas  
Rev. R. K. Heacock, 4012 Crescent Dr., Austin, Texas  
Joe Ricketts, 3502 Cherry Lane, Austin, Texas  
Rex Shields, 3701 Red River, Austin, Texas  
Ed J. St. John, 1602 Chelsea, Austin, Texas  
James M. Clay, 104 East Mary, Austin, Texas  
Aubrey Harrell, 5415 Woodview Ave., Austin, Texas  
John Ledbetter, 803 Meriden, Austin, Texas

6. This corporation shall be without capital stock, and shall not be operated for profit; it has no assets.

IN TESTIMONY WHEREOF, we hereunto sign our names this the

22 day of May, 1958.

Louis O. Sluder  
Louis O. Sluder

Lonnie H. O'Dell  
Lonnie H. O'Dell

G. B. Smith  
G. B. Smith

C. A. McAden  
C. A. McAden

David G. Benjamin  
David G. Benjamin

Rev. R. K. Heacock  
Rev. R. K. Heacock

Joe Ricketts  
Joe Ricketts

Rex Shields  
Rex Shields

Ed J. St. John  
Ed J. St. John

James M. Clay  
James M. Clay

Aubrey Harrell  
Aubrey Harrell

John Ledbetter  
John Ledbetter

THE STATE OF TEXAS

X

COUNTY OF TRAVIS

X

BEFORE ME, the undersigned authority, a Notary Public in and for Travis County, Texas, on this day personally appeared Louis O. Sluder, Lonnie H. O'Dell, C. B. Smith, C. A. McAden, David G. Benjamin, Rev. R. K. Heacock, Joe Ricketts, Rex Shields, Ed J. St. John, James M. Clay, Aubrey Harrell and John Ledbetcer, all known to me to be the persons whose names are subscribed to the foregoing instrument, and all of whom acknowledged to me that they executed the same for the purposes and consideration therein expressed.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this the 22 day  
of May, A. D. 1958.



Essie Lambert  
Notary Public in and for Travis  
County, Texas

THE STATE OF TEXAS )  
  )  
COUNTY OF TRAVIS    )

Filed in the Office of the  
Secretary of State of Texas  
This 11th day of Oct 1960  
*Lak*  
Deputy Director, Corporations Division

WHEREAS, at a special meeting of the members of Goodwill Industries of Austin, a corporation duly organized and existing under the laws of the State of Texas, held in the office of said corporation in Austin, Travis County, Texas, on the 11th day of August, 1960, in conformity with the by-laws thereof, a majority of the members voted to adopt the amendment to the Charter of said corporation which is hereinafter fully set out; and

WHEREAS, at a special meeting of the Directors of said corporation, held in the office of said corporation in Austin, Travis County, Texas, on the 11th day of August, 1960, in conformity with the by-laws thereof, a majority of the Directors voted to adopt such amendment; NOW THEREFORE,

KNOW ALL MEN BY THESE PRESENTS, that we, Rex Shields, Lonnie H. O'Dell, Robert M. Kinnan, James Clay, Eugene L. Morrill, Jr., Hiram Brown, David G. Benjamin, M. Z. Collins, Eddie Joseph, John Ledbetter, George Riggin, and G. Kent Rider, being a majority of the Directors of said corporation, in compliance with the action of the members and the Directors aforesaid, do hereby amend the Charter of Goodwill Industries of Austin by adding thereto a new paragraph "3a." reading as follows: "In the event that the work of this corporation shall be abandoned and this corporation cease to exist, the title to all of its property remaining after payment of its debts shall vest in the United Fund of Austin, Travis County, Texas."

We do hereby certify such action to the Secretary of State of the State of Texas.

*Q-1*

IN TESTIMONY WHEREOF, we hereunto subscribe our names  
this the 29<sup>th</sup> day of August, A. D. 1960.

Rex Shields  
Rex Shields, Director

Lonnie H. O'Dell  
Lonnie H. O'Dell, Director

Robert M. Kinnan  
Robert M. Kinnan, Director

James M. Clay  
James Clay, Director

Eugene L. Morrill, Jr.  
Eugene L. Morrill, Jr., Director

Hiram Brown  
Hiram Brown, Director

David G. Benjamin  
David G. Benjamin, Director

M. Z. Collins  
M. Z. Collins, Director

Eddie Joseph  
Eddie Joseph, Director

John Ledbetter  
John Ledbetter, Director

George Rigglin  
George Rigglin, Director

G. Kent Rider  
G. Kent Rider, Director

THE STATE OF TEXAS     )  
                                  :  
COUNTY OF TRAVIS     )

BEFORE ME, the undersigned authority, on this day personally appeared Rex Shields, Lonnie H. O'Dell, Robert M. Kinnan, James Clay, Eugene L. Morrill, Jr., Hiram Brown, David G. Benjamin, M. Z. Collins, Eddie Joseph, John Ledbetter, George Riffin, and G. Kent Rider, Directors of Goodwill Industries of Austin, known to me to be the persons and Directors whose names are subscribed to the foregoing instrument, and each acknowledged to me that he executed the same as the act and deed of such corporation for the purposes and consideration therein expressed, and in the capacity therein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this the 29th day of August, A. D. 1960.



*La Vene Turner*  
Notary Public in and for  
Travis County, Texas



Non-Profit



# The State of Texas

## SECRETARY OF STATE

CERTIFICATE OF AMENDMENT  
OF  
GOODWILL INDUSTRIES OF CENTRAL TEXAS  
FORMERLY: GOODWILL INDUSTRIES OF AUSTIN


---

The undersigned, as Secretary of State of the State of Texas, hereby certifies that Articles of Amendment to the Articles of Incorporation of the above corporation duly signed pursuant to the provisions of the Texas Non-Profit Corporation Act, have been received in this Office and are found to conform to law.

ACCORDINGLY the undersigned, as such Secretary of State, and by virtue of the authority vested in the Secretary by law, hereby issues this Certificate of Amendment to the Articles of Incorporation and attaches hereto a copy of the Articles of Amendment.

Dated OCTOBER 05, 1987



  
Secretary of State

yd

ARTICLES OF AMENDMENT TO THE  
CHARTER (ARTICLES OF INCORPORATION)  
OF

GOODWILL INDUSTRIES OF AUSTIN

In the Office of the  
Secretary of State of Texas

OCT 05 1987

Clerk II-G  
Corporation Section

Pursuant to the provisions of Article 1396-4.03 of the Texas Non-Profit Corporation Act, the undersigned corporation adopts the following Articles of Amendment to its Charter (Articles of Incorporation), which Articles of Amendment change the name of the corporation from Goodwill Industries of Austin to Goodwill Industries of Central Texas.

ARTICLE ONE: The name of the corporation from the date of its inception to the present has been Goodwill Industries of Austin.

ARTICLE TWO: There being no members having voting rights, the following resolutions were adopted by a majority vote of the directors in office at a meeting duly called and held on September 25, 1987:

RESOLVED, that Paragraph 1 of the Charter (Articles of Incorporation) of this corporation be and hereby is amended to read in its entirety as follows: "1. The name of this corporation is Goodwill Industries of Central Texas.";

RESOLVED, that a new Paragraph 2a be and hereby is added to the Charter (Articles of Incorporation) of this corporation, such Paragraph to read in its entirety as follows: "2a. This corporation is a non-profit corporation.";

RESOLVED, that Paragraph 3a of the Charter (Articles of Incorporation) of this corporation be and hereby is amended to read in its entirety as follows: "3a. In the event that the work of this corporation shall be abandoned and this corporation cease to exist, the title to all of its property remaining after payment of its debts shall vest in the United Way/Capital Area, Travis County, Texas.";

RESOLVED, that a new Paragraph 7 be and hereby is added to the Charter (Articles of Incorporation) of this corporation, such Paragraph to read in its entirety as follows: "7. This corporation shall have no members.";

the liability of a Director for: (1) a breach of a Director's duty of loyalty to the corporation; (2) an act or omission not in good faith or that involves intentional misconduct or a knowing violation of the law; (3) a transaction from which a Director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the Director's office; or (4) an act or omission for which the liability of a Director is expressly provided for by statute."; and

RESOLVED FURTHER, that the President of the Corporation is hereby authorized and directed to execute and file with the Secretary of State of the State of Texas, in the name of and on behalf of the Corporation, Articles of Amendment to the Charter (Articles of Incorporation) of the Corporation, such Articles of Amendment to be in such form as the President may approve, his approval to be evidenced by his execution thereof.

DATED: September 25, 1987.

Goodwill Industries of Austin  
(to be renamed Goodwill Industries  
of Central Texas)

By:

  
Terry MacFarlane  
President

THE STATE OF TEXAS )  
COUNTY OF TRAVIS )



WHEREAS, at a special meeting of the members of Goodwill Industries of Austin, a corporation duly organized and existing under the laws of the State of Texas, held in the office of said corporation in Austin, Travis County, Texas, on the 11th day of August, 1960, in conformity with the by-laws thereof, a majority of the members voted to adopt the amendment to the Charter of said corporation which is hereinafter fully set out; and

WHEREAS, at a special meeting of the Directors of said corporation, held in the office of said corporation in Austin, Travis County, Texas, on the 11th day of August, 1960, in conformity with the by-laws thereof, a majority of the Directors voted to adopt such amendment; NOW THEREFORE,

KNOW ALL MEN BY THESE PRESENTS, that we, Rex Shields, Lonnie H. O'Dell, Robert M. Kinman, James Clay, Eugene L. Morrill, Jr., Hiram Brown, David G. Benjamin, M. Z. Collins, Eddie Joseph, John Ledbetter, George Riffin, and G. Kent Rider, being a majority of the Directors of said corporation, in compliance with the action of the members and the Directors aforesaid, do hereby amend the Charter of Goodwill Industries of Austin by adding thereto a new paragraph "3a." reading as follows: "In the event that the work of this corporation shall be abandoned and this corporation cease to exist, the title to all of its property remaining after payment of its debts shall vest in the United Fund of Austin, Travis County, Texas."

We do hereby certify such action to the Secretary of State of the State of Texas.

NO. 17 146921

DOMESTIC AMENDMENT

GOODWILL INDUSTRIES OF AUSTIN  
Austin, Texas

Adding Paragraph 3a

|               |    |       |
|---------------|----|-------|
| CAPITAL STOCK | \$ | NONE  |
| SHARES        |    | NONE  |
| PAID IN       |    | NONE  |
| FILING FEE    | \$ | 10.00 |

FILED IN THE OFFICE OF THE SECRETARY OF STATE OF THE STATE OF TEXAS

THIS 13th DAY OF OCTOBER 1960

LEDGER NO. EXEMPT

| Dept.   | Date     | Initial |
|---------|----------|---------|
| Cert.   | 10-21-60 | ma      |
| Charter |          |         |
| Tab.    |          |         |

THE STATE OF TEXAS )

COUNTY OF TRAVIS )

BEFORE ME, the undersigned authority, on this day personally appeared Rex Shields, Lonnie H. O'Dell, Robert M. Kinman, James Clay, Eugene L. Morrill, Jr., Hiram Brown, David G. Benjamin, M. Z. Collins, Eddie Joseph, John Ledbetter, George Riffin, and G. Kent Rider, Directors of Goodwill Industries of Austin, known to me to be the persons and Directors whose names are subscribed to the foregoing instrument, and each acknowledged to me that he executed the same as the act and deed of such corporation for the purposes and consideration therein expressed, and in the capacity therein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this the 29th day of August, A. D. 1960.



*La Verne Luman*  
Notary Public in and for  
Travis County, Texas

IN TESTIMONY WHEREOF, we hereunto subscribe our names

this the 29<sup>th</sup> day of August, A. D. 1960.

*Rex Shields*

Rex Shields, Director

*Lonnie H. O'Dell*

Lonnie H. O'Dell, Director

*Robert M. Kinnan*

Robert M. Kinnan, Director

*James Clay*

James Clay, Director

*Eugene L. Morrill, Jr.*

Eugene L. Morrill, Jr., Director

*Hiram Brown*

Hiram Brown, Director

*David G. Benjamin*

David G. Benjamin, Director

*M. Z. Collins*

M. Z. Collins, Director

*Eddie Joseph*

Eddie Joseph, Director

*John Ledbetter*

John Ledbetter, Director

*George Riffin*

George Riffin, Director

*G. Kent Rider*

G. Kent Rider, Director

NO. 17 146921

CHARTER OF  
GOODWILL INDUSTRIES OF AUSTIN  
Austin, Texas

CAPITAL STOCK \$ NONE  
Q SHARES NONE  
PAID IN NONE  
EXISTENCE 50 YEARS  
FILING FEE \$ 10.00  
FRANCHISE TAX \$ EXEMPT

FILED IN THE OFFICE OF  
SECRETARY OF STATE  
THIS 26th DAY OF May 19 58  
LEDGER NO. EXEMPT

*D*



Filed in the Office of the  
Secretary of State of Texas  
This 26 day of May 1958  
W. B. Gabelman  
Director, Charter Division

THE STATE OF TEXAS, ↓  
COUNTY OF TRAVIS ↓ KNOW ALL MEN BY THESE PRESENTS:

THAT we, Louis O. Sluder, Lonnie H. O'Dell, C. E. Smith, C. A. McAden, David G. Benjamin, Rev. R. W. Heacock, Joe Ricketts, Rex Shields, Ed J. St. John, James M. Clay, Aubrey Harrell, John Ledbetter, all citizens of Austin, Travis County, Texas under and by virtue of the laws of this state do hereby voluntarily associate ourselves together for the purpose of forming a private corporation under the terms and conditions hereinafter set out, as follows:

1. The name of this Corporation is Goodwill Industries of Austin.

2. The purposes for which this corporation is formed are to provide for the educational welfare of the handicapped, the needy and the dependent. By providing of industrial education and the opportunity to work, by the encouragement of thrift, by the promotion of cooperation, this corporation shall seek to prevent pauperism, to relieve the temporary distresses of the unfortunate and to train the unemployed and handicapped in self-supporting occupations through which they may maintain their self respect.

3. The place where the business of the corporation is to be transacted is at Austin in Travis County, Texas and throughout the state of Texas with its principal place of business at Austin, Texas.

4. The term for which this corporation is to exist is fifty years from date hereof.

five, and the names and residences of those who are appointees for the first year are as follows:

Louis O. Sluder, 2615 Salado, Austin, Texas  
Lonnie H. O'Dell, 204 Oak Plaza, Austin, Texas  
C. B. Smith, 3317 Bowman Road, Austin, Texas  
C. A. McAden, 5000 Crestway, Austin, Texas  
David G. Benjamin, 2305 Tower Drive, Austin, Texas  
Rev. R. K. Heacock, 4012 Crescent Dr., Austin, Texas  
Joe Ricketts, 3502 Cherry Lane, Austin, Texas  
Rex Shields, 3701 Red River, Austin, Texas  
Ed J. St. John, 1602 Chelsea, Austin, Texas  
James M. Clay, 104 East Mary, Austin, Texas  
Aubrey Harrell, 5415 Woodview Ave., Austin, Texas  
John Ledbetter, 805 Meriden, Austin, Texas

6. This corporation shall be without capital stock, and shall not be operated for profit; it has no assets.

IN TESTIMONY WHEREOF, we hereunto sign our names this one

22 day of May, 1958.

Louis O. Sluder  
Louis O. Sluder

Lonnie H. O'Dell  
Lonnie H. O'Dell

C. B. Smith  
C. B. Smith

C. A. McAden  
C. A. McAden

David G. Benjamin  
David G. Benjamin

Richard K. Heacock  
Rev. R. K. Heacock

Joe Ricketts  
Joe Ricketts

Rex Shields  
Rex Shields

Ed St. John  
Ed J. St. John

James M. Clay  
James M. Clay

Aubrey Harrell  
Aubrey Harrell

John Ledbetter  
John Ledbetter

THE STATE OF TEXAS

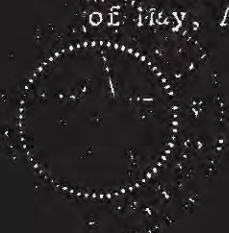
X

COUNTY OF TRAVIS

X

BEFORE ME, the undersigned authority, a Notary Public in and for Travis County, Texas, on this day personally appeared Louis O. Sluder, Lonnie H. O'Dell, C. B. Smith, C. A. McAden, David G. Benjamin, Rev. R. K. Heacock, Joe Ricketts, Rex Shields, Ed J. St. John, James M. Clay, Aubrey Harrell and John Ledbetter, all known to me to be the persons whose names are subscribed to the foregoing instrument, and all of whom acknowledged to me that they executed the same for the purposes and consideration therein expressed.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this the 22 day of May, A. D. 1938.



*Essie Lambert*

Notary Public in and for Travis  
County, Texas



## Office of the Secretary of State

### CERTIFICATE OF AMENDMENT OF

GOODWILL INDUSTRIES OF CENTRAL TEXAS  
14692101

The undersigned, as Secretary of State of Texas, hereby certifies that the attached Articles of Amendment for the above named entity have been received in this office and have been found to conform to law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law hereby issues this Certificate of Amendment.

Dated: 04/25/2008  
Effective: 04/25/2008



A handwritten signature in cursive script that reads "Phil Wilson".

Phil Wilson  
Secretary of State

APR 25 2008

## ARTICLES OF AMENDMENT

Corporations Section

GOODWILL INDUSTRIES OF CENTRAL TEXAS (the "Corporation"), a Texas non-profit corporation, adopts the following Articles of Amendment to its Articles of Incorporation:

### ARTICLE ONE

The name of the Corporation is **GOODWILL INDUSTRIES OF CENTRAL TEXAS**. The file number of the Corporation is 14692101.

### ARTICLE TWO

The Corporation has no members. On March 24, 2006, at a duly called and held meeting of the Board of Directors of the Corporation at which a quorum was present, the Board of Directors adopted this Amendment to the Articles of Incorporation by the vote of a majority of the Directors.

### ARTICLE THREE

The Amendment alters or changes Article 4 of the original Articles of Incorporation by deleting Article 4 in its entirety and replacing it with the following:

"4. The period of the Corporation's duration is perpetual."

Dated: April 24, 2008.

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

By: *Gerald L. Davis*  
**GERALD L. DAVIS,**  
President and CEO

**BY-LAWS  
OF  
GOODWILL INDUSTRIES OF CENTRAL TEXAS**

ARTICLE 1

NAME AND PURPOSE:

1.1 Name

The name of the corporation is GOODWILL INDUSTRIES OF CENTRAL TEXAS. These by-laws have been adopted pursuant to authority evidenced in the Articles of Incorporation of the State of Texas. The amended articles of incorporation designated the name to be Goodwill Industries of Central Texas (GICT). The principal office of the corporation is located in the City of Austin, County of Travis and State of Texas.

1.2 Purpose

Our mission is to generate life-long connections to work.

The Corporation is formed exclusively to further and promote charitable, scientific and educational purposes, and the business and objects to be carried on and promoted by it are to provide job-related services and perform any activities which are permitted to be performed by corporations that are: (i) formed under the General Laws of the State of Texas; and (ii) exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States Internal Revenue Law (the "Code").

The Corporation is not organized for profit and no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers or other private persons.

Upon liquidation, dissolution or winding up of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation follow the guidelines as expressed in the Corporation's articles of incorporation.

This corporation shall conduct its operation only in: its Goodwill Industries International, Inc. (GII) assigned territory of Mason, Gillespie, Burnet, Travis, Lee, Caldwell, Gonzales, DeWitt, Llano, Blanco, Williamson, Hays, Bastrop, Fayette and Lavaca Counties, Texas ; other local Goodwill Industries' territories, with their approval and collaboration, and notice given to GII; and in other countries with like-minded social service organizations, after approval by the Board of Directors (Board) of GICT.

1.3 Relation to Goodwill Industries International, Inc.

GICT is a member of GII. In return for the general supervision and cooperative helpfulness afforded by GII, this corporation will pay GII, a monthly fee determined by GII. This fee is to be used in providing services and improving the program and efficiency of all Goodwill organizations, including the expansion of rehabilitation services in areas not served. It is not in liquidation of any loans, supplies, or contributions

provided by GII. Autonomy of the local members is one of the most valued traits of Goodwill Industries. This autonomy shall be preserved. All ultimate authority concerning the local members which it does not delegate to any other body shall remain vested in local Goodwill Industries.

## ARTICLE 2

### BOARD OF DIRECTORS

#### 2.1 Powers, Composition, Qualifications, Terms and Vacancies; Election

Powers. The Board shall have the powers and duties necessary and appropriate for the administration of the affairs of the corporation. The direction and management of the affairs of the corporation and the control and disposition of its properties and funds shall be vested in the Board.

Composition. The board will consist of no more than twenty (20) and no fewer than ten (10) Directors.

Qualifications. A nominee for a position on the GICT Board may not be related to or within the third degree of consanguinity or the third degree of affinity to a current Director or to a full-time employee of GICT, or its affiliated corporations.

Each Director must complete a criminal background check and may not serve as a Director if he or she has been convicted of a felony or a misdemeanor involving moral turpitude.

Terms and Vacancies. Directors shall be elected at an annual meeting. The term for each Director shall be three (3) years. Directors are eligible for two additional three (3) year terms. After a year's absence, a Director may be nominated to serve again for up to three additional terms. If the Board Chair's third three-year term expires at the end of his or her term as chair, then he or she may serve one additional year. If a Director is also a Director of the Board of GII, then he or she may remain on the GICT Board until his or her GII Board term expires. The Board shall declare a vacancy in any seat on the Board upon the expiration of the occupant's term, the death or resignation of the occupant, the disability of any occupant rendering him/her permanently incapable of participating in the management and affairs of the corporation, a Director's unexcused absence from 40% of a combined total of Board/Committee meetings in a six month period, or upon the majority vote of the Board.

Election. The Board shall be a self-perpetuating body. The manner of electing successors to the Directors and filling vacancies shall be as follows: At the Board's Annual Meeting, the Board shall declare all vacancies occurring during the preceding year, and the remaining Directors shall elect any successors. The Board Chair shall appoint a Board Governance Committee to assist the Board in identifying, recruiting, and recommending new GICT Board members. This Committee shall (a) establish the required and preferred qualifications, both professional and personal, for consideration as a candidate for the GICT Board considering demographic and other information, which it may obtain through GICT staff; (b) identify, recruit and evaluate candidates for positions on the Board, by conducting in-person interviews and inquiries into the backgrounds, qualifications and references of candidates identified by or recommended to the Committee; (c) consider national trends and laws relating to non-profit board composition; and, (d) recommend qualified candidates to the Board for approval.

The Governance Committee shall prepare slates of (a) new Director candidates and (b) returning Director candidates for the Board's consideration at the Annual Meeting. Prior to their nomination, the Committee will have confirmed that the Director will serve, if elected. The candidates may be voted upon as a slate or as individuals.

The Goodwill Education Board (GEB) will prepare slates of (a) new GEB Director candidates and (b) returning GEB Director candidates for the GICT Board's consideration at the Annual Meeting. Prior to their nomination, the GEB will have confirmed that the Director will serve, if elected. The candidates may be voted upon as a slate or as individuals.

Upon election, the Board Chair will select standing and ad hoc Committee Chairs and members in consultation with the President, sitting/former chairs, and/or Directors.

## 2.2 Orientation and Training

Upon election to the Board, each new Director will complete an orientation and training program, with logistical support provided by GICT staff. The program will educate the new Director on responsibilities, including planning, financial, development, and other aspects of GICT that require Board oversight. Additionally, each Director will attend the Board's annual retreat, and will take part in regular training sessions at Full Board and Committee meetings.

Members of the GEB will be required to undergo training as defined by 19 TAC, §100.1102.

## 2.3 Evaluation

The Board Governance Committee will lead the Board Performance Evaluation process annually and will present findings for possible Board discussion and action.

## 2.4 Meetings

The annual meeting of the Board shall be held within 6 months of the close of the fiscal year on such day and at such time as the Board may select. The Board will elect officers and will conduct other business deemed necessary.

## 2.5 Regularly-Scheduled Meetings

The Board will meet at least four (4) times per year, but meetings can be held as often as deemed necessary by the Chair.

Special meetings of the Board shall be held whenever called by the Chair or upon written request.

All regularly-scheduled GICT meetings will have a designated time to discuss GEB business and notice will be published in accordance with the Texas Open Meetings Act. In addition, if GEB business is to be discussed at the GICT special meeting, notice will be provided in accordance with the Texas Open Meetings Act.



## 2.6 Quorum

A majority of the Directors shall constitute a quorum for the transaction of business at all meetings of the full Board.

## 2.7 Committee Meetings

Committees generally meet every other month at a time and location determined by the committee. A quorum of board directors on the committee must attend or the meeting will be cancelled.

## 2.8 Place of Meetings

All board meetings will be held either at the registered office of the Corporation in the State of Texas, or at such other place within or without the State of Texas as may be designated by the Board and specified in the respective notices or waivers of notice thereof.

## 2.9 Meeting Attendance by Telephone

Individuals may attend any GICT Board or committee meeting by telephone conference call as long as all persons participating in the meeting can communicate with each other.

## 2.10 Notice

Notices of all meetings will be provided at least seven (7) days before the meeting takes place.

## 2.11 Signed Waiver of Notice

Whenever any notice is required to be given under the provisions of the Act or under the provisions of the Articles of Incorporation or the by-laws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of notice shall be effective whether signed before or after the time stated in the notice being waived.

## 2.12 Waiver of Notice by Attendance

The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

## 2.13 Notice by Common Carrier, Facsimile, Special (hand) Delivery, or Electronic Methods

Any notice required or permitted by these by-laws to be given to a Director, Officer, or member of a committee of the corporation may be given by common carrier, facsimile, special (hand) delivery or electronic methods. If common carrier-mailed, a notice shall be deemed to be mailed when deposited in the United States mail addressed to the person at his/her address as it appears on the records of the corporation, with postage prepaid. A facsimile or electronic mail/text shall be deemed to be delivered upon (1) confirmation of transmission, or receipt, or (2) lacking 24-hour notice of non-transmission, when received by the sender's machine. Special (hand) delivery mail shall be deemed to be delivered when

deposited in the appropriate mailbox or handed to the courier, addressed to the person at his/her address as it appears on the records of the corporation, with the fee prepaid. A person may change his or her address by giving written notice to the Secretary of the corporation.

#### 2.14 Use of Experts by the Board

The Board will hire, at its discretion, external advisors, consultants, or other professionals for specific, time-limited tasks.

### ARTICLE 3

#### GENERAL OFFICERS:

##### 3.1 Election

The Officers of this corporation shall consist of the Chair, Vice-Chair, Secretary, Treasurer, and the President of the corporation, and such other Officers as may be determined and selected by a majority of the Board. The President of the corporation shall not be a member of the Board but is an Officer of the corporation. At the annual meeting, the Board will elect the Officers from among the Directors. The Officers will hold office for a period of one (1) year and until their successors are elected and qualify. Board Officers may be elected to three (3) successive terms.

##### 3.2 Duties

The principle duties of the Officers are outlined below:

- a. Chair. The Chair shall preside at all meetings of the Full Board and shall perform such other duties as may be assigned to him/her from time to time by the Board.
- b. Vice-Chair. The Vice-Chair shall discharge the duties of the Chair in the event of his/her absence or disability for any cause whatsoever and shall perform such additional duties as may be prescribed from time to time by the Board.
- c. Secretary. The Secretary shall be responsible for ensuring that notice is given of all meetings of the Board, and that true minutes of all meetings of the Board are taken and maintained. The Secretary shall discharge such other duties as shall be assigned to him/her by the Board.
- d. Treasurer. The Treasurer shall be responsible for financial oversight, including ensuring that appropriate fiscal records are kept and ensuring that all funds are recorded, spent and monitored consistent with funder requirements, legal requirements and sound financial management. He/she shall also submit a report of the financial condition of the organization at its annual meeting of the Board and as such other times as the Board may designate.
- e. President. The President shall be the chief executive officer of the corporation and shall be responsible for the day-to-day operations including employment, supervision and termination of all other employees. The President shall keep the Board apprised on a regular basis on the status of the organization. The President may not authorize an expenditure of GICT funds in

an amount excess of \$50,000 without having first obtained the prior approval of a majority of the Directors.

### 3.3 Vacancies

If a vacancy of an Officer other than the President occurs in the corporation, such vacancy will be filled by the Chair. A new Officer will hold office until the next annual meeting and until his/her successor is elected and qualified. For the office of President, the Board will select an interim replacement through the recruitment process.

### 3.4 Compensation

No Director shall receive any compensation for his/her service on the Board. Directors may be reimbursed for expenses incurred on behalf of the corporation with prior approval by the Board. GICT loans of any kind are not permitted to Directors.

### 3.6. EXECUTIVE COMMITTEE

- (1) The Executive Committee may conduct the business and affairs of the Corporation between regularly scheduled Board meetings. The members include the immediate past Chair of the Board, the current Chair, Vice Chair, Secretary, Treasurer, GEB President, and one additional Board member who serves as a Member-At-Large.
- (2) The Executive Committee shall have the following specifically-designated powers:
  - (a) To act as a study committee to report various findings to the full Board thereby fostering a better and faster turnaround time for Board actions. The committee may act as a preliminary screening agent for future Board actions.
  - (b) To review and act on immediate problems facing GICT in between scheduled Board meetings.
  - (c) To annually evaluate the performance of the CEO and provide a written report and recommendation for approval by the full Board, and give the written report to the Chief Administrative Officer to place the recommendation in his/her personnel file.
  - (d) To annually review and approve the CEO's recommendation for highly-compensated employees, to provide guidance to the CEO, and to report this information to the Board. If it is apparent that the CEO is in noncompliance with federal guidelines, revisionary actions will be taken.
  - (e) To act as a Search Committee for a new CEO.
- (3) The Executive Committee may not:
  - (a) amend the Articles of Incorporation of the Corporation;
  - (b) amend, alter, or repeal the by-laws of the corporation or adopt new by-laws of the corporation;

- (c) commence the voluntary dissolution of the corporation or perform an act which would adversely impact its non-profit status;
  - (d) fill vacancies in the Board;
  - (e) fill vacancies in or designate alternative Directors of the Executive Committee;
  - (f) fill any board Directorship to be filled by reason of an increase in the number of Directors;
  - (g) elect or remove Officers or Directors of the Executive Committee;
  - (h) alter or repeal any resolution of the Board of the corporation;
  - (f) authorize the execution in the name of the corporation of any contract which would be material to the financial condition of the corporation (or otherwise incur any indebtedness in the name of the corporation or secured by the property or assets of the corporation in an amount in excess of \$50,000) without having first obtained the prior approval of a majority of the Directors of the Board of the Corporation.
- (4) The Chair of the Executive Committee shall be the Chair of the Board.

#### ARTICLE 4

##### CONFLICT OF INTEREST:

No Director or family member within the third degree of consanguinity or third degree of affinity of any GICT/GEB member may financially benefit from any contractual relationship with GICT or its affiliates or receive compensation in any form from GICT, the charter school, or any management company that operates the charter school.

The Board shall approve and adopt a Board Covenant that contains this Conflict of Interest Statement, a code of ethics, and a commitment statement. Each Director shall sign this form on an annual basis.

#### ARTICLE 5

##### APPOINTED OFFICERS AND AGENTS:

The Board may appoint such Officers and agents in addition to those provided for in Article 3, as may be deemed necessary, who shall have such authority and perform such duties as shall from time to time be prescribed by the Board. All appointed Officers and agents shall hold their respective offices or positions at the pleasure of the Board and may be removed from office or discharged at any time with or without cause, provided that removal without cause shall not prejudice the contract rights, if any, of such Officers and agents.

## ARTICLE 6

COMMITTEES:

The Board may create such committees as it shall deem necessary to assist in the discharge of its obligation.

## 6.1 Standing Committees, Ad Hoc Committees, and Other Special Board Groups

Standing committees will include the Executive Committee, and the Board Governance and Education Committee. Other Committees may include but are not limited to, such additional committees as a Finance and Services Committee, an Audit Committee, and a Development and Community Engagement Committee. The Chair may also form ad hoc committees as needed. Upon completion of its charge, an Ad Hoc committee is dissolved. Other Special Board Groups may include Advisory Councils convened of special populations with which the organization seeks information, advice, or other assistance.

## 6.2 Membership

All Committees and Groups are chaired by a Director, appointed by the Chair. The Committee or Group may elect a vice-chair to serve in the same capacity as the Chair in his/her absence. The Board Chair shall appoint committee members, in consultation with such members, as is appropriate based on their experience and professional expertise.

## 6.3 Votes

Committees recommend actions in the form of motions to the Board, after careful consideration of the issue at hand. The motion is delivered at the appropriate meeting of the Board by the Committee Chair or his/her designee. The Committee Chair shall ensure that the motion reflect the consensus of committee members. Advisory members have voice but no vote.

## 6.4 Other Duties

All other duties of the committee are advisory in nature unless delegated to the committee by the Board at a scheduled meeting or defined by the Board in the Committee's Charter. The Committee, unless expressly authorized in advance by the Board, shall not expend the resources of the organization or create any obligation of the organization. All Committees review applicable Policies.

## 6.5 Terms

Committee members serve one Board year (June-May) with an unlimited number of terms.

ARTICLE 7  
GOODWILL EDUCATION BOARD (GEB)

7.1 Open-Enrollment Charter School Governance

GICT, as the charter holder and governing body of a Texas open-enrollment charter, has the primary responsibility for implementing the public school program authorized by the open-enrollment charter and ensuring the performance of the students enrolled in its charter schools in accordance with the Texas Education Code. See 19 TAC, §100.1101.

GEB. The GICT Board (charter holder board and governing body of the sponsoring entity) has created the GEB to assist in the discharge of its obligation to run a charter school and other educational initiatives.

7.2 Powers, Non-delegable Duties, Composition, Qualifications, Terms and Vacancies, Election

**Powers.** The GEB shall manage the business, property and affairs of the charter school pursuant to 19 TAC, §100.1033(c)(6)(C).

**Non-delegable duties.** Except as provided in 19 TAC, §100.1033(c)(6)(C), the GEBs' powers and duties to operate the charter school shall not be delegated, transferred, assigned, encumbered, pledged, subcontracted, or in any way alienated by the governing body of the charter holder.

**Composition.** There shall be nine (9) voting Directors of the GEB, which number may from time to time be increased or decreased subject to the limitation that the Board shall never be reduced to less than three (3) nor increased to more than eleven (11) Directors. Except as otherwise provided in these By-Laws, all Directors shall have, and be subject to, the same and equal qualifications, rights, privileges, duties, limitations and restrictions.

**Qualifications.** A nominee for a position on the GEB may not be related to or within the third degree of consanguinity or the third degree of affinity to a current Director or to a full-time supervisory level employee of GICT, or its affiliated corporations. Directors must complete a criminal background check and may not serve as a Director if he or she has been convicted of a felony or a misdemeanor involving moral turpitude as outlined in the provisions of TEC, § 12.120.

**Terms and Vacancies.** The term shall be staggered. At the first meeting of the Board, the Directors will draw lots to determine the length of their term. The Elected Directors shall be divided into three classes as nearly equal in number as possible. The terms of Elected Directors in the first group expire at the first annual meeting of the Directors after their election, the terms of the second group expire at the second annual meeting of the Directors after their election, and the terms of the third group expire at the third annual meeting of the Directors after their election. At each annual meeting of the Directors held thereafter, Directors shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Directors shall be eligible for re-election or re-appointment; provided, however, no person may serve as a Director for more than three (3) consecutive three (3) year terms.

Any vacancy among the Elected Directors may be filled by the remaining Board, or if the Directors remaining in office constitute fewer than a quorum, by the affirmative vote of a majority of the Directors remaining in office. Any vacancy among the Appointed Directors shall be filled by the GICT board. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy and until a successor shall be elected and qualified.

The Board shall declare a vacancy in any seat on the Board upon the expiration of the occupant's term, the death or resignation of the occupant, the disability of any occupant rendering him/her permanently incapable of participating in the management and affairs of the corporation, a Director's unexcused absence from 40% of a combined total of Board/Committee meetings in a six (6) month period, or upon the majority vote of the Board. If a Director no longer meets qualifications to be a board member, removal shall be immediate.

Election. One-half (rounded down to the nearest whole number) plus one of the members of the GEB (the "Appointed Directors") shall be current GICT Board Directors in good standing and shall be appointed by the GICT board. The remaining members of the GEB (the "Elected Directors") shall be recommended and approved as provided in Article 2 of the GICT by-laws.

### 7.3 Orientation and Training

Upon election to the GEB, each new Director will complete an orientation and training program, with logistical support provided by GICT staff. The program will educate the new Director on responsibilities, including planning, financial, development, and other aspects of GICT that require Board oversight.

Members of the governing body of a charter school will be required to undergo training as defined by 19 TAC, §100.1102.

### 7.4 Meetings

Upon GICT's designation as a holder of an Open-Enrollment Charter all GEB meetings shall be conducted in accordance with the provisions of the Texas Education Code will be subject to the requirements of the Texas Open Meetings Act.

### 7.5 Annual Meetings

The annual meeting of the GEB shall be held within six (6) months of the close of the fiscal year on such day and at such time as the Board President appoints.

### 7.6 Regular Meetings

The Board will meet at least four (4) times per year, but meetings can be held as often as deemed necessary by the President. All regularly scheduled GICT meetings will have a designated time to discuss GEB business and notice will be published in accordance with the Texas Open Meetings Act.

### 7.7 Special Meetings

Special meetings of the GEB shall be held whenever called by the Chair of the GICT Board, the President of GEB, or upon written request. The notice for a special meeting of either the GE or GICT Board for the purpose of charter school business must be provided in accordance with the Texas Open Meetings Act.

### 7.8 Emergency Meetings

In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

### 7.9 Quorum

A majority of the Directors shall constitute a quorum for the transaction of business at all meetings of the full GEB.

At no time shall a quorum of the GEB or GICT board meet to deliberate any issues or business related to the charter school without posting the meeting in accordance with the Texas Open Meetings Act.

### 7.10 Place of Meetings

All GEB meetings will be held either at the registered office of the Corporation in the State of Texas, or at such other place within or without the State of Texas as may be designated by the Board of Directors and specified in the respective notices thereof.

### 7.11 Notice of Meetings

#### Board Director Notice:

Notice of all meetings of the GICT and GEB, except as herein otherwise provided, shall be given by mailing the same (whether by post or by electronic mail), by telephoning, or delivering personally the same at least seven (7) days before the meeting to the usual business or residence address of the Director as shown upon the records of the Corporation. Notice of any meeting of the Board of Directors may be waived in a document filed with the Secretary by any Director if the waiver sets forth in reasonable detail the purpose or purposes for which the meeting is called and the time and place of the meeting. Attendance at any meeting of the Board of Directors shall constitute a waiver of notice of that meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.



**Posting of Notice:**

Notice of any GEB meeting shall be posted in a conspicuous place at the principal office of the Corporation or at the Board's meeting place at least 72 hours prior to the meeting. Notice of any meeting shall at all times conform with the requirements of Texas Open Meetings Act.

**Emergency Notice:**

Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting.

**Closed Meetings:**

The agenda shall clearly state whether the board intends to convene in a closed meeting and shall identify separately each matter to be deliberated in the closed meeting and whether the board may take action on any such matter upon returning to the open meeting.

**7.12 Agenda**

At regular meetings of the GEB and charter school business meetings of the GICT Board, the order of business shall be established in an agenda approved by the GEB President and presented in the notice of meetings. However, the President may modify the order of the business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed on the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

**7.13 Resolutions**

All motions and resolutions of the GEB will be recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records will be maintained in accordance with state law and article 7.13 herein.

**7.14 Records**

The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board and committee meetings, the list of Directors, and copies of all other material as required by law. All records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records. The Corporation shall also comply with the Texas Public Information Act for all charter school related business.

**7.15 General Officers**

**Election.** The officers of the GEB shall consist of a President, Vice-President, Secretary, and such other officers as the Board of Directors may, by resolution, designate from time to time. Any two (2) or more offices may be held by the same person. The Board of Directors may, by resolution, create, appoint and define the duties of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the GEB is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

All officers shall be chosen annually by the GEB at the annual meeting of the Board and approved by the GICT Board of Directors. Each officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Directors or until a successor is chosen and qualified.

Duties. The principal duties of the officers are outlined below:

a. President. The President will preside at all meetings of the GEB, will appoint the chairperson and members of all standing and temporary committees, subject to the review of the GICT and GEB of Directors, and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the GICT and GEB. The Chairperson will also serve on the GICT Executive committee.

b. Vice-President. The Vice-President will preside at all meetings of the Board if the Chairperson is not present and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the GICT and GEB.

c. Secretary. The Secretary shall have the custody and care of the corporate records and the minutes book of the GEB. The Secretary shall attend all the meetings of the GEB, and shall keep, or cause to be kept, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees of the GEB, when required. The Secretary shall attend to the giving and serving of all notices of the GICT and GEB, shall file and take care of all papers and documents belonging to the GEB, shall authenticate records of the GEB as necessary, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the GICT and GEB. The Secretary shall prepared and maintain all the materials necessary to comply with the provisions of Texas Open Meetings Act and The Texas Public Information Act.

d. Assistant Officers. The GEB may from time to time designate assistant officers who shall exercise and perform such powers and duties as the officers for whom they are elected to assist shall specify and delegate to them, and such other powers and duties as may be prescribed by the code of By-Laws, the Board of Directors.

Vacancies. If a vacancy of an Officer occurs in the corporation, such vacancy will be filled by the Board Chair of the GICT Board. A new Officer who will hold office until the next annual meeting and until his/her successor is elected and qualified.

Compensation. No Director shall receive any compensation for his/her service on the GEB. Directors may be reimbursed for expenses incurred on behalf of the corporation with prior approval by the Board. GICT loans of any kind are not permitted to Directors.

#### Finances

Contracts. Only the GICT Board may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the GEB, and such authority may be general or confined to a specific instance; and unless so authorized by the GICT Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or render it liable pecuniary for any purpose or to any amount. The Board is specifically authorized to enter into (and from time to time amend) one or more "Charter School Agreements" with the Texas Education Agency.

Payments and Investments. The Board shall by resolution designate officers, agents or employees of the Corporation who may, in the name of the Corporation, execute drafts, checks and orders for the payment of money in its behalf; provided, however, that any expenditure in excess of fifty-thousand dollars (\$50,000.00) that is outside the ordinary course of operation shall comply with all By-Laws. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the GEB.

Audited Financial Statements. The Corporation shall maintain financial statements prepared in accordance with the unified accounting system prescribed by the State Board of Education and State Board of Accountants and shall engage an independent certified public accountant to audit such financial statements.

#### Texas Open Meetings Act

The Corporation and the charter school will comply with the Texas Open Meetings Act.

#### Texas Public Information Act

The Corporation and the charter school will appropriately respond to all Texas Public Information Act requests.

ARTICLE 8

SEAL:

This GICT shall have a common seal, being a circular seal of the following description, viz: GOODWILL INDUSTRIES OF CENTRAL TEXAS around the circle and date or organization in inner circle. The seal shall be in the custody of the President.

ARTICLE 9

AMENDMENTS:


These by-laws may be amended by the Board at any meeting of the Board by the affirmative vote of a majority of the Directors of the Board.


ARTICLE 10

REVERSION CLAUSE:

In the event that the work of the Corporation shall be abandoned and this Corporation ceases to exist, the title to all its property remaining after payment of its debts will be distributed as outlined in the Articles of Incorporation.

APPROVED at a scheduled meeting of the GICT Board held at the Goodwill Community Center, Austin, Texas on the 22<sup>nd</sup> day of February, 2013.

  
Chair: Mark Finger

  
Secretary: Anne Morgan

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Texas Education Agency  
Division of Charter School Administration  
Generation 19 Applicant Information Session  
Registration Form

This form must be completed using Adobe Acrobat. Preview, the default program for working with PDF files on a Mac, will not work correctly.

Applicants must attend one of the two sessions. Proof of attendance will be provided to attendees for inclusion in the submitted application in response to the Generation 19 Request for Application (RFA).

Each session will provide details about applying for and holding a charter in the state of Texas, the contents of the RFA, the application preparation guidelines and submission requirements for both electronic and hard copy application documents.

Paper copies of the RFA will NOT be made available.

Proposed Charter School Name: The Excel Center

Sponsoring Entity Name: Goodwill Industries of Central Texas *PS*

Application Contact Name: Traci Berry

Title/Role: Senior Vice President, Community Engagement

Email: traci.berry@austingoodwill.org Phone: 512.748.1049

Board Member Attending: ~~Thomas "Ted" Delisi~~

*Sponsoring Entity*

Board Member Attending: *Donald Davis* Gerald L. Davis

Board Member Attending: *James K. Lagarde* James K. Lagarde

Board Member Attending: \_\_\_\_\_

Board Member Attending: \_\_\_\_\_

Date of Session:  Friday, February 7, 2014, 9:00 a.m. - 1:00 p.m.

Friday, March 7, 2014, 9:00 a.m. - 1:00 p.m.

Email the completed form by clicking on the "Submit by Email" at the bottom of the page,  
OR  
fax it to the attention of Rick Salvo at 512-463-9732  
  
If you have any questions about the sessions or registration, please contact Rick Salvo at  
512-463-9789 or [rick.salvo@tea.state.tx.us](mailto:rick.salvo@tea.state.tx.us).

Submit by Email

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TEAS  
AGENCY

## Legal Notices

### LEGAL NOTICES

**LEGAL ADVERTISEMENT - PUBLIC HEARING AND DISCUSSION OF THE PROPOSAL TO CREATE A CHARTER SCHOOL THE EXCEL CENTER.**

**Goodwill Industries of Central Texas (GICT)** encourages the public to attend a public hearing for the proposed creation of *The Excel Center*, a charter school to be built in Austin, Texas.

**GICT and its Board of Directors\*** will be the sponsors of the proposed charter school and its related activities. The information on the public hearing is below:

**Time: February 20th, 6:00 PM**  
**Place: The Goodwill Community Center**  
**1015 Norwood Park Blvd.**  
**Austin, TX, 78753**

The purpose of the public hearing is to inform the public of the project, and encourage the public to comment, ask questions, and give input on this proposal. A question and answer session will also take place between the public, Board Directors and staff. Comments will be received either written or verbally by a recorder, and will become part of the official public hearing record and the charter application to the Texas Education Agency. These comments will be considered when making future project related decisions.

Comments can be mailed, prior to the close of the public comment period to Zubin Segal, Communications Manager with GICT, at the public hearing address presented above, or emailed to [Zubin.Segal@austingoodwill.org](mailto:Zubin.Segal@austingoodwill.org). Individuals with a disability who need a reasonable accommodation to participate in this event should contact the Communications Manager at [Zubin.Segal@austingoodwill.org](mailto:Zubin.Segal@austingoodwill.org) or at (512) 637-7183.

**\*The Board of Directors is as follows:** Francine W. Breckenridge, Alan Campbell, Paula Campbell, Ted Delisi, Mark Finger, Les Gage, Cindy G. Goldsberry, Carl Hansen Ph.D, Joyce Hellums, Ali R. Khataw, P.E, Jaime Lagarde, Anne Morgan, Erica Saenz, Yvonne Suttles & Yvonne VanDyke, RN, MSN

Austin, TX, 78753  
www.austingoodwill.org  
www.austingoodwill.org

GOODWILL INDUSTRIES AUSTIN
1015 NORWOOD PARK BLVD
XMEDIA
AUSTIN, TX 78753

AFFIDAVIT OF PUBLICATION

THE STATE OF TEXAS
COUNTY OF TRAVIS

Before me, the undersigned authority, a Notary Public in and for the County of Travis,
State of Texas, on this day personally appeared:

Ashlie Benitez

Advertising Agent of the Austin American-Statesman, a daily newspaper published in said
County and State that is generally circulated in Bastrop, Bell, Blanco, Brazos, Burleson,
Burnet, Caldwell, Colorado, Comal, Coryell, Fayette, Gillespie, Gonzales, Guadalupe, Hays,
Kerr, Lampasas, Lee, Llano, Milam, Nueces, San Saba, Travis, Washington, and Williamson
Counties, who being duly sworn by me, states that the attached advertisement was published
at the lowest published rate for Classified advertising in said newspaper on the following
date(s), to wit:

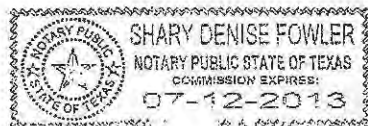
First Published: 2/1/2013 Last Published: 2/1/2013
Times Published: 1 Classification: Legal Notices (9980)
Lines: 54 Cost: \$592.76

and that the attached is a true copy of said advertisement.

Ashlie Benitez

SWORN AND SUBSCRIBED TO BEFORE ME, this the 1 day of February 2013

Shary Denise Fowler



Notary Public in and for
TRAVIS COUNTY, TEXAS

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.1. Scope and Sequence



| Topics   | Time Allotment (1 day = 180 min.) | TEKS Mathematics   | STAAR Algebra I Reporting Category                                       | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning  |
|--|-----------------------------------|--|--|--|---|
| Unit I: Getting Started with Algebra           |                                   |  |  |  |   |
| 1: Exploring problem-solving strategies        | 3 days                            | <p><i>Algebra I</i><br/>A.03.A<br/>The student is expected to use symbols to represent unknowns and variables. Supporting Standard</p> <p><i>Grade 7</i><br/>7.02.C<br/>The student is expected to use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms. Supporting Standard</p>  | 2: Describing and Graphing Linear Functions, Equations, and Inequalities | <p>Operations with signed numbers</p> <ul style="list-style-type: none"> <li>•addition</li> <li>•subtraction</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• explore, apply, and share problem-solving strategies, and reflect on solutions;</li> <li>• work with important algebra ideas, including variables, patterns, and solutions.</li> </ul> | <p>Students will</p> <ul style="list-style-type: none"> <li>• learn about their teacher, their classmates, and this course;</li> <li>• learn and practice norms and routines to aid collaboration and overall learning.</li> </ul>  |
| 2: Getting smarter through algebraic reasoning | 2 days                            | <p><i>Algebra I</i><br/>A.03.B<br/>The student is expected to look for patterns and represent generalizations algebraically. Supporting Standard</p> <p><i>Grade 7</i><br/>7.02.C<br/>The student is expected to use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms. Supporting Standard</p> <p>7.07.A<br/>The student is expected to locate and name points on a coordinate plane using ordered pairs of integers. Supporting Standard</p> <p><i>Grade 8</i></p> | 2: Describing and Graphing Linear Functions, Equations, and Inequalities | <p>Operations with signed numbers</p> <ul style="list-style-type: none"> <li>•multiplication</li> <li>•division</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• learn and apply routines to help with mathematical problem solving;</li> <li>• develop conjectures with signed numbers using pattern recognition.</li> </ul>                        | <p>Students will</p> <ul style="list-style-type: none"> <li>• understand the difference between an entity (fixed) and incremental (malleable) theory of intelligence;</li> <li>• learn basic information about brain structures and how the brain works;</li> <li>• understand the benefits of effective effort and the role of effort in creating new connections in the brain.</li> </ul> |

| Topics  | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category   | Focus Skills and Mathematics Goals and Objectives   | Goals and Objectives for Shaping Attitudes Toward Learning |
|---|-----------------------------------|---|--|---|--|
|   |                                   | 8.14.B<br>The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.   |  |   |  |
| 3: Foundations of algebra                                   | 4 days                            | <i>Algebra I</i><br>A.02.C<br>The student is expected to interpret situations in terms of given graphs or create situations that fit given graphs. Supporting Standard<br>A.03.A<br>The student is expected to use symbols to represent unknowns and variables. Supporting Standard<br>A.03.B<br>The student is expected to look for patterns and represent generalizations algebraically. Supporting Standard<br>A.04.B<br>The student is expected to use the commutative, associative, and distributive properties to simplify algebraic expressions. Supporting Standard | 2: Describing and Graphing Linear Functions, Equations, and Inequalities   | Students will <ul style="list-style-type: none"> <li>• use variables to represent unknowns;</li> <li>• create, interpret, and evaluate algebraic expressions;</li> <li>• use the distributive property;</li> <li>• use variables to generalize input-output relationships;</li> <li>• plot points on a graph;</li> <li>• make graphs from tables;</li> <li>• interpret the meaning of points on a graph.</li> </ul> |  |
| Unit 2: Introduction to Functions and Equations             |                                   |   |  |   |  |
| 4: Representing mathematical relationships in multiple ways | 3 days                            | <i>Algebra I</i><br>A.01.D<br>The student is expected to represent relationships among quantities using concrete models, tables, graphs, diagrams, verbal descriptions, equations, and inequalities. Readiness Standard<br>A.01.E   | 1: Number and Algebraic Methods<br><br>2: Describing and Graphing Linear Functions, Equations, and Inequalities; | Students will <ul style="list-style-type: none"> <li>• use words, tables, graphs, and algebraic rules to identify, describe, and analyze patterns and mathematical relationships;</li> <li>• solve problems and model real world situations using</li> </ul>  |  |

| Topics                               | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category                                   | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning |
|--------------------------------------|-----------------------------------|---|--|--|--|
|                                      |                                   | <p>The student is expected to interpret and make decisions, predictions, and critical judgments from functional relationships. Readiness Standard<br/>A.02.B</p> <p>The student is expected to identify the mathematical domains and ranges and determine reasonable domain and range values for given situations, both continuous and discrete. Readiness Standard<br/>A.03.A</p> <p>The student is expected to use symbols to represent unknowns and variables. Supporting Standard<br/>A.03.B</p> <p>The student is expected to look for patterns and represent generalizations algebraically. Supporting Standard<br/>A.04.B</p> <p>The student is expected to use the commutative, associative, and distributive properties to simplify algebraic expressions. Supporting Standard<br/>A.05.B</p> <p>The student is expected to determine the domain and range for linear functions in given situations. Supporting Standard<br/>A.05.C</p> <p>The student is expected to use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions. Readiness Standard</p> | 3: Writing and Solving Linear Functions, Equations, and Inequalities | <p>patterns and mathematical relationships;</p> <ul style="list-style-type: none"> <li>• make connections among representations of mathematical relationships, using verbal descriptions, tables, graphs, and algebraic rules;</li> <li>• determine the advantages and limitations of using a particular representation to answer a question;</li> <li>• analyze and create equivalent algebraic expressions and rules;</li> </ul> |  |
| 5: Problem solving and metacognition | 2 days                            | Grade 8<br>8.07.D   |  | Scaling graph axes   | Students will<br>• understand the role of                  |

| Topics   | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category  | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning |
|--|-----------------------------------|---|---|--|--|
|  |                                   | <p>The student is expected to locate and name points on a coordinate plane using ordered pairs of rational numbers. Supporting Standard 8.14.B</p> <p>The student is expected to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p>                                   |   | <p>Students will</p> <ul style="list-style-type: none"> <li>• solve a non-routine problem;</li> <li>• practice scaling graph axes;</li> <li>• prepare and present a solution and solution process to a problem;</li> <li>• explore what makes problems</li> </ul>  | metacognition in the learning process.                     |
| 6: Working with functions and equations        | 4 days                            | <p><i>Algebra I</i><br/>A.01.A<br/>The student is expected to describe independent and dependent quantities in functional relationships. Supporting Standard A.01.C</p> <p>The student is expected to describe functional relationships for given problem situations and write equations or inequalities to answer questions arising from problem situations. Supporting Standard</p> | <p>1: Number and Algebraic Methods</p> <p>2: Describing and Graphing Linear Functions, Equations, and Inequalities;</p> <p>3: Writing and Solving Linear Functions, Equations, and Inequalities</p> | <p>Students will</p> <ul style="list-style-type: none"> <li>• understand the concept of a functional relationship;</li> <li>• identify independent and dependent variables in functional relationships;</li> <li>• represent functions using words, tables, graphs, and symbols — including function notation;</li> <li>• develop equations that arise from functions and solve equations by inspection or "undoing";</li> <li>• distinguish between proportional and nonproportional situations represented by linear functions.</li> </ul> |  |
| <b>Unit 3: Rate of Change</b>                  |                                   |   |   |  |  |
| 7: Exploring rate of change in motion problems | 4 days                            | <p><i>Algebra I</i><br/>A.02.C<br/>The student is expected to interpret situations in terms of given graphs or create situations that fit given</p>   | 2: Describing and Graphing Linear Functions, Equations, and Inequalities;   | <p>Students will</p> <ul style="list-style-type: none"> <li>• understand the concepts of speed and rate;</li> <li>• create motion graphs (distance vs. time) and</li> </ul>  |  |

| Topics  | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category   | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning   |
|---|-----------------------------------|---|--|--|--|
|   |                                   | graphs. Supporting Standard A.06.A<br>The student is expected to develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations. Supporting Standard  | 3: Writing and Solving Linear Functions, Equations, and Inequalities   | investigate how changes in motion affect the graph;<br>• demonstrate what effect a change in speed or rate has on a motion graph;<br>• find rates for data in tables;<br>• compare different constant rates;<br>• find rates from graphs.  |  |
| 8: Algebraic thinking and how learning feels    | 2 days                            | <i>Grade 8</i><br>8.03.B<br>The student is expected to estimate and find solutions to application problems involving percents and other proportional relationships such as similarity and rates. Readiness Standard   |  | Working with unit rates<br><br>Students will<br>• extend the study of rates to unit rates;<br>• solve non-routine problems involving balance scales, work rates, and job completion.   | Students will<br>• think in a reflective way about how it feels to be engaged in a challenging learning task;<br>• understand the learning process to empower them to take on more challenging learning tasks. |
| 9: Exploring rate of change in other situations | 3 days                            | <i>Algebra I</i><br>A.02.C<br>The student is expected to interpret situations in terms of given graphs or create situations that fit given graphs. Supporting Standard<br>A.03.B<br>The student is expected to look for patterns and represent generalizations algebraically. Supporting Standard<br>A.05.A<br>The student is expected to determine whether or not given situations can be represented by linear functions. Supporting Standard<br>A.05.C | 2: Describing and Graphing Linear Functions, Equations, and Inequalities;<br><br>3: Writing and Solving Linear Functions, Equations, and Inequalities;<br><br>5: Exponential Functions and Equations | Students will<br>• find rates of change for linear functions from tables, graphs, or verbal descriptions;<br>• contrast proportional relationships with nonproportional linear relationships;<br>• identify relationships as linear or nonlinear from tables, graphs, or descriptions;<br>• identify from tables whether a relationship is linear, exponential, quadratic, or inverse variation. |  |

| Topics                                 | Time Allotment (1 day = 180 min.) | TEKS Mathematics   | STAAR Algebra I Reporting Category   | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning |
|--|-----------------------------------|--|--|--|--|
|  |                                   | <p>The student is expected to use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions. Readiness Standard A.06.G</p> <p>The student is expected to relate direct variation to linear functions and solve problems involving proportional change. Supporting Standard A.11.B</p> <p>The student is expected to analyze data and represent situations involving inverse variation using concrete models, tables, graphs, or algebraic methods. Supporting Standard A.11.C</p> <p>The student is expected to analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods. Supporting Standard</p> |  |  |  |
| <b>Unit 4: Linear Functions</b>        |                                   |  |  |  |  |
| 10: Understanding slope and intercepts | 4 days                            | <p><i>Algebra I</i><br/>A.02.C<br/>The student is expected to interpret situations in terms of given graphs or create situations that fit given graphs. Supporting Standard A.03.A</p> <p>The student is expected to use symbols to represent unknowns and variables. Supporting Standard A.03.B</p> <p>The student is expected to look for patterns and represent generalizations algebraically. Supporting Standard</p>  | <p>2: Describing and Graphing Linear Functions, Equations, and Inequalities;</p> <p>3: Writing and Solving Linear Functions, Equations, and Inequalities</p> | <p>Students will</p> <ul style="list-style-type: none"> <li>• explore linear functions using tables, graphs, and function rules;</li> <li>• use the connection between constant rate of change and slope to analyze and graph linear functions;</li> <li>• use common or first differences to determine if a function is linear;</li> <li>• explore the relationship between the y-intercept of the graph of a linear model and</li> </ul> |  |

| Topics | Time Allotment (1 day = 180 min.) | TEKS Mathematics   | STAAR Algebra I Reporting Category | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning |
|--------|-----------------------------------|--|------------------------------------|--|--|
|        |                                   | <p>A.05.A<br/>The student is expected to determine whether or not given situations can be represented by linear functions. Supporting Standard</p> <p>A.05.B<br/>The student is expected to determine the domain and range for linear functions in given situations. Supporting Standard</p> <p>A.05.C<br/>The student is expected to use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions. Readiness Standard</p> <p>A.06.A<br/>The student is expected to develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations. Supporting Standard</p> <p>A.06.B<br/>The student is expected to interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs. Readiness Standard</p> <p>A.06.C<br/>The student is expected to investigate, describe, and predict the effects of changes in <math>m</math> and <math>b</math> on the graph of <math>y=mx + b</math>. Readiness Standard</p> <p>A.06.D<br/>The student is expected to graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and <math>y</math>-</p> |                                    | <p>the situation being modeled;</p> <ul style="list-style-type: none"> <li>• understand the effects of changing <math>m</math> or <math>b</math> on the graph of <math>y = mx + b</math>;</li> <li>• use slope to classify lines as parallel, perpendicular, or neither;</li> <li>• write the equation of a line in different forms (slope-intercept, standard, and point-slope forms).</li> </ul> |  |

| Topics                                       | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category   | Focus Skills and Mathematics Goals and Objectives   | Goals and Objectives for Shaping Attitudes Toward Learning  |
|--|-----------------------------------|---|--|---|---|
|  |                                   | <p>intercept. Supporting Standard A.06.E<br/>The student is expected to determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations. Supporting Standard A.06.F<br/>The student is expected to interpret and predict the effects of changing slope and y-intercept in applied situations.</p> <p>Readiness Standard</p>   |  |   |   |
| 11: Staying motivated while solving problems | 2 days                            | <p><i>Algebra I</i><br/>A.04.B<br/>The student is expected to use the commutative, associative, and distributive properties to simplify algebraic expressions. Supporting Standard A.06.D<br/>The student is expected to graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept. Supporting Standard A.06.E<br/>The student is expected to determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations. Supporting Standard</p> | <p>2: Describing and Graphing Linear Functions, Equations, and Inequalities;</p> <p>3: Writing and Solving Linear Functions, Equations, and Inequalities</p> | Simplifying expressions, with an emphasis on the use of the distributive property and collecting like terms   | <p>Students will</p> <ul style="list-style-type: none"> <li>• understand that maintaining motivation while engaged in a learning task; can result in more effective effort;</li> <li>• understand that setting goals can help maintain motivation;</li> <li>• set useful goals that are specific and measurable, are challenging and realistic, and have clear start and completion times;</li> <li>• set long-term goals and enabling goals to support those long-term goals.</li> </ul> |
| 12: Creating linear models for data          | 3 days                            | <p><i>Algebra I</i><br/>A.02.A<br/>The student is expected to identify and sketch the general forms of linear (<math>y=x</math>) and quadratic (<math>y=x^2</math>)</p>   | 2: Describing and Graphing Linear Functions, Equations, and Inequalities;  | Students will <ul style="list-style-type: none"> <li>• analyze graphs and tables using rate of change to determine whether a linear model is appropriate for the</li> </ul> |   |



| Topics | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category  | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning |
|--------|-----------------------------------|---|---|--|--|
|        |                                   | <p>parent functions. Supporting Standard A.02.C<br/>The student is expected to interpret situations in terms of given graphs or create situations that fit given graphs. Supporting Standard A.02.D<br/>The student is expected to collect and organize data, make and interpret scatterplots (including recognizing positive, negative, or no correlation for data approximating linear situations), and model, predict, and make decisions and critical judgments in problem situations. Readiness Standard A.03.B<br/>The student is expected to look for patterns and represent generalizations algebraically. Supporting Standard A.05.A<br/>The student is expected to determine whether or not given situations can be represented by linear functions. Supporting Standard A.05.B<br/>The student is expected to determine the domain and range for linear functions in given situations. Supporting Standard A.05.C<br/>The student is expected to use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.</p> | <p>3: Writing and Solving Linear Functions, Equations, and Inequalities</p> | <p>data;<br/> <ul style="list-style-type: none"> <li>• identify the strength and direction of correlation for approximately linear data;</li> <li>• find a trend line to model a set of data using a manual scatterplot or a graphing calculator;</li> <li>• write an equation for a trend line;</li> <li>• interpret the meaning of a trend line in the context of a problem situation;</li> <li>• transform the parent function <math>y = x</math> to create other linear functions.</li> </ul> </p> |  |

| Topics | Time Allotment (1 day = 180 min.) | TEKS Mathematics   | STAAR Algebra I Reporting Category | Focus Skills and Mathematics Goals and Objectives | Goals and Objectives for Shaping Attitudes Toward Learning |
|--------|-----------------------------------|--|------------------------------------|---|--|
|        |                                   | <p>Readiness Standard A.06.A<br/>The student is expected to develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations. Supporting Standard A.06.B<br/>The student is expected to interpret the meaning of slope and intercepts in situations using data, symbolic representations, or graphs.</p> <p>Readiness Standard A.06.C<br/>The student is expected to investigate, describe, and predict the effects of changes in <math>m</math> and <math>b</math> on the graph of <math>y=mx + b</math>. Readiness Standard A.06.D<br/>The student is expected to graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and <math>y</math>-intercept. Supporting Standard A.06.E<br/>The student is expected to determine the intercepts of the graphs of linear functions and zeros of linear functions from graphs, tables, and algebraic representations. Supporting Standard A.06.F<br/>The student is expected to interpret and predict the effects of changing slope and <math>y</math>-intercept in applied situations. Readiness Standard</p> |                                    |   |  |

| Topics                                    | Time Allotment (1 day = 180 min.) | TEKS Mathematics   | STAAR Algebra I Reporting Category  | Focus Skills and Mathematics Goals and Objectives   | Goals and Objectives for Shaping Attitudes Toward Learning |
|---|-----------------------------------|--|---|---|--|
| Unit 5: Linear Equations and Inequalities |                                   |  |   |   |  |
| 13: Solving linear equations              | 4 days                            | <p><i>Algebra I</i><br/>A.04.A<br/>The student is expected to find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations. Readiness Standard</p> <p>A.04.B<br/>The student is expected to use the commutative, associative, and distributive properties to simplify algebraic expressions. Supporting Standard</p> <p>A.05.C<br/>The student is expected to use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions. Readiness Standard</p> <p>A.07.A<br/>The student is expected to analyze situations involving linear functions and formulate linear equations or inequalities to solve problems. Supporting Standard</p> <p>A.07.B<br/>The student is expected to investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities. Readiness Standard</p> <p>A.07.C<br/>The student is expected to interpret and determine the reasonableness of solutions to linear equations and inequalities. Supporting Standard</p> | <p>2: Describing and Graphing Linear Functions, Equations, and Inequalities;</p> <p>3: Writing and Solving Linear Functions, Equations, and Inequalities;</p> <p>4: Quadratic Functions and Equations</p> | <p>Students will</p> <ul style="list-style-type: none"> <li>• analyze situations involving linear functions and formulate linear equations to solve problems;</li> <li>• investigate methods for solving linear equations using concrete models, graphs, and the properties of equality, select a method, and solve the equations;</li> <li>• for given contexts, interpret and determine the reasonableness of solutions to linear equations;</li> <li>• apply techniques for solving equations in one variable to solve literal equations.</li> </ul> |  |

| Topics   | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category  | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning   |
|--|-----------------------------------|---|---|--|--|
| 14: Problem solving in a community of learners | 2 days                            | <p><i>Algebra I</i><br/>A.06.A<br/>The student is expected to develop the concept of slope as rate of change and determine slopes from graphs, tables, and algebraic representations. Supporting Standard A.06.D</p> <p>The student is expected to graph and write equations of lines given characteristics such as two points, a point and a slope, or a slope and y-intercept. Supporting Standard</p>  | 3: Writing and Solving Linear Functions, Equations, and Inequalities  | <p>Working with slope, with an emphasis on slope triangles and the geometric connection to slope</p> <p>Students will</p> <ul style="list-style-type: none"> <li>• use a variety of information sources in order to solve a problem;</li> <li>• communicate mathematical ideas and conclusions through language and representation;</li> <li>• use logical reasoning to make conjectures and verify conclusions.</li> </ul>  | <p>Students will</p> <ul style="list-style-type: none"> <li>• identify and define the use of key skills needed on both sides of communication (as a person giving information and a person getting information);</li> <li>• gain an understanding of how to use and apply these communication skills.</li> </ul> |
| 14: Solving linear inequalities                | 4 days                            | <p><i>Algebra I</i><br/>A.04.A<br/>The student is expected to find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations. Readiness Standard A.04.B</p> <p>The student is expected to use the commutative, associative, and distributive properties to simplify algebraic expressions. Supporting Standard A.05.C</p> <p>The student is expected to use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions. Readiness Standard A.07.A</p> <p>The student is expected to analyze situations involving linear functions and</p> | <p>2: Describing and Graphing Linear Functions, Equations, and Inequalities;</p> <p>3: Writing and Solving Linear Functions, Equations, and Inequalities;</p> <p>4: Quadratic Functions and Equations</p> | <p>Students will</p> <ul style="list-style-type: none"> <li>• write inequalities in one and two variables to represent problem situations;</li> <li>• learn how to solve linear inequalities in one variable using tables, graphs, and algebraic operations;</li> <li>• graph solutions to linear inequalities in one variable on a number line;</li> <li>• graph solutions to linear inequalities in two variables on a coordinate plane;</li> <li>• graph solutions to systems of linear inequalities in two variables on a coordinate plane.</li> </ul> |  |

| Topics                                     | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category   | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning |
|--|-----------------------------------|---|--------------------------------------|--|--|
|  |                                   | <p>formulate linear equations or inequalities to solve problems. Supporting Standard A.07.B</p> <p>The student is expected to investigate methods for solving linear equations and inequalities using concrete models, graphs, and the properties of equality, select a method, and solve the equations and inequalities. Readiness Standard A.07.C</p> <p>The student is expected to interpret and determine the reasonableness of solutions to linear equations and inequalities. Supporting Standard</p> |                                      |  |  |
| <b>Unit 6: Systems of Linear Equations</b> |                                   |   |                                      |  |  |
| 16: Formulating and solving systems        | 3 days                            | <p><i>Algebra I</i><br/>A.08.A<br/>The student is expected to analyze situations and formulate systems of linear equations in two unknowns to solve problems. Supporting Standard A.08.B</p> <p>The student is expected to solve systems of linear equations using concrete models, graphs, tables, and algebraic methods. Readiness Standard A.08.C</p> <p>The student is expected to interpret and determine the reasonableness of solutions to systems of linear equations. Supporting Standard</p>      | 4: Quadratic Functions and Equations | <p>Students will</p> <ul style="list-style-type: none"> <li>• identify the two variables needed to solve a word problem and write a system of linear equations in those two variables to model the situation;</li> <li>• solve a system of two linear equations by making an appropriate table of values by hand and using technology;</li> <li>• solve a system of two linear equations by graphing the equations and finding their point of intersection, by hand and using technology;</li> <li>• check solutions to a system of two linear equations.</li> </ul> |  |
| 17: Mindsets and problem solving           | 2 days                            | <p><i>Algebra I</i><br/>A.08.A<br/>The student is expected to analyze</p>   | 4: Quadratic Functions and Equations | Equation solving   |  |

| Topics                                   | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category     | Focus Skills and Mathematics Goals and Objectives   | Goals and Objectives for Shaping Attitudes Toward Learning |
|--|-----------------------------------|---|--|---|--|
|  |                                   | <p>situations and formulate systems of linear equations in two unknowns to solve problems. Supporting Standard A.08.B</p> <p>The student is expected to solve systems of linear equations using concrete models, graphs, tables, and algebraic methods. Readiness Standard A.08.C</p> <p>The student is expected to interpret and determine the reasonableness of solutions to systems of linear equations. Supporting Standard</p>   |  |   |  |
| 18: Other methods for solving systems    | 4 days                            | <p><i>Algebra I</i><br/>A.08.A</p> <p>The student is expected to analyze situations and formulate systems of linear equations in two unknowns to solve problems. Supporting Standard A.08.B</p> <p>The student is expected to solve systems of linear equations using concrete models, graphs, tables, and algebraic methods. Readiness Standard A.08.C</p> <p>The student is expected to interpret and determine the reasonableness of solutions to systems of linear equations. Supporting Standard</p> | 4: Quadratic Functions and Equations   | <p>Students will</p> <ul style="list-style-type: none"> <li>• solve systems of linear equations using the substitution method;</li> <li>• solve systems of linear equations using the linear combination method;</li> <li>• understand the logic behind the linear combination method;</li> <li>• recognize dependent and inconsistent systems and write the solution set of each.</li> </ul> |  |
| <b>Unit 7: Exponential Relationships</b> |                                   |   |  |   |  |
| 19: Exponents and exponential models     | 4 days                            | <p><i>Algebra I</i><br/>A.11.A</p> <p>The student is expected to use patterns to generate the laws of exponents and apply them in problems solving</p>  | 5: Exponential Functions and Equations | <p>Students will</p> <ul style="list-style-type: none"> <li>• develop and understand the laws of exponents;</li> <li>• simplify numerical and variable expressions involving</li> </ul>   |  |

| Topics   | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category                                       | Focus Skills and Mathematics Goals and Objectives   | Goals and Objectives for Shaping Attitudes Toward Learning   |
|--|-----------------------------------|---|--|---|--|
|  |                                   | <p>situations. Supporting Standard A.11.C</p> <p>The student is expected to analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods. Supporting Standard</p> |  | <p>exponent;</p> <ul style="list-style-type: none"> <li>determine if a relationship represented by a table, rule, graph, or statement can be represented by an exponential function;</li> <li>learn how to use functions of the form <math>y = ab^x</math> to represent exponential relationships; and</li> <li>learn how changes in the parameters <math>a</math> and <math>b</math> for <math>y = ab^x</math> affect the graph of an exponential function.</li> </ul> |  |
| 20: Attributions and reasoning with quantities | 2 days                            | <p><i>Algebra I</i> A.03.B</p> <p>The student is expected to look for patterns and represent generalizations algebraically. Supporting Standard</p>   | 2: Describing and Graphing Linear Functions, Equations, and Inequalities | <p>Working with scientific Notation</p> <p>Students will</p> <ul style="list-style-type: none"> <li>analyze data and represent situations involving exponential relationships;</li> <li>reason about the relative magnitude of quantities; and</li> <li>use scientific notation to represent quantities and solve problems.</li> </ul>  | <p>Students will</p> <ul style="list-style-type: none"> <li>describe how attributional thinking impacts motivation and school performance</li> </ul> |
| 21: Problem solving with exponential functions | 3 days                            | <p><i>Algebra I</i> A.11.C</p> <p>The student is expected to analyze data and represent situations involving exponential growth and decay using concrete models, tables, graphs, or algebraic methods. Supporting Standard</p>                | 5: Exponential Functions and Equations                                   | <p>Students will</p> <ul style="list-style-type: none"> <li>determine if a table, graph, rule or statement can be represented by a linear or exponential function;</li> <li>recognize that exponential function values are generated by common multipliers, not additive constants;</li> <li>understand the roles that the parameters <math>a</math> and <math>b</math> in the</li> </ul>   |  |

| Topics                                    | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category   | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning |
|---|-----------------------------------|---|--|--|--|
|   |                                   |   |  | general form the exponential function $y = a \cdot b^x$ play in determining the starting points and the growth or decay of the function.   |  |
| Unit 8: Quadratic Functions and Equations |                                   |   |  |  |  |
| 22: Quadratic models and equations        | 4 days                            | <p><i>Algebra I</i><br/>A.04.A<br/>The student is expected to find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations. Readiness Standard</p> <p>A.04.B<br/>The student is expected to use the commutative, associative, and distributive properties to simplify algebraic expressions. Supporting Standard</p> <p>A.09.A<br/>The student is expected to determine the domain and range for quadratic functions in given situations. Supporting Standard</p> <p>A.09.B<br/>The student is expected to investigate, describe, and predict the effects of changes in <math>a</math> on the graph of <math>y=ax^2+c</math>. Supporting Standard</p> <p>A.09.C<br/>The student is expected to investigate, describe and predict the effects of changes in <math>c</math> on the graph of <math>y=ax^2+c</math>. Supporting Standard</p> <p>A.09.D<br/>The student is expected to analyze</p> | <p>2: Describing and Graphing Linear Functions, Equations, and Inequalities;</p> <p>5: Exponential Functions and Equations</p> | <p>Students will</p> <ul style="list-style-type: none"> <li>• determine if a relationship represented by a table, rule, graph, or statement can be represented by a quadratic function;</li> <li>• learn how to use functions of the form <math>y = ax^2 + c</math> to represent some quadratic relationships;</li> <li>• learn how changes in the parameters <math>a</math> and <math>c</math> for <math>y = ax^2 + c</math> affect the graph of the parent quadratic function <math>y = x^2</math>;</li> <li>• solve quadratics by graphing;</li> <li>• identify and make connections between solutions and <math>x</math>-intercepts;</li> <li>• explain the meaning of solutions for given situations;</li> <li>• simplify square roots algebraically and connect the simplified form to the geometric models for square roots;</li> <li>• solve quadratic equations using the quadratic formula; and</li> </ul> |  |



| Topics                                     | Time Allotment (1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category                                       | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning |
|--|-----------------------------------|---|--|--|--|
|  |                                   | <p>graphs of quadratic functions and draw conclusions. Readiness Standard A.10.A</p> <p>The student is expected to solve quadratic equations using concrete models, tables, graphs, and algebraic methods. Readiness Standard A.10.B</p> <p>The student is expected to make connections among the solutions (roots) of quadratic equations, the zeros of their related functions, and the horizontal intercepts (x-intercepts) of the graph of the function.</p> <p>Supporting Standard</p> |  | <ul style="list-style-type: none"> <li>• use the discriminant to determine the number of solutions for a quadratic equation.</li> </ul>  |  |
| 23: Polynomial addition and multiplication | 2 days                            | <p><i>Algebra I</i></p> <p>A.04.A</p> <p>The student is expected to find specific function values, simplify polynomial expressions, transform and solve equations, and factor as necessary in problem situations. Readiness Standard A.04.B</p> <p>The student is expected to use the commutative, associative, and distributive properties to simplify algebraic expressions. Supporting Standard</p>  | 2: Describing and Graphing Linear Functions, Equations, and Inequalities | <p>Students will</p> <ul style="list-style-type: none"> <li>• classify polynomials by type and degree;</li> <li>• multiply monomials, binomials, and trinomials with a variety of methods, including (but not limited to) using concrete models and directly applying the distributive property;</li> <li>• add and subtract polynomials, simplifying with a variety of methods, including (but not limited to) using concrete models and algebraically combining like terms.</li> </ul> |  |
| 24: Factoring and quadratic equations      | 3 days                            | <p><i>Algebra I</i></p> <p>A.04.A</p> <p>The student is expected to find specific function values, simplify polynomial</p>  | 2: Describing and Graphing Linear Functions, Equations, and              | <p>Students will</p> <ul style="list-style-type: none"> <li>• factor quadratic expressions;</li> <li>• solve quadratic equations by factoring;</li> </ul>  |  |

| Topics | Time Allotment<br>(1 day = 180 min.) | TEKS Mathematics  | STAAR Algebra I Reporting Category                                 | Focus Skills and Mathematics Goals and Objectives  | Goals and Objectives for Shaping Attitudes Toward Learning |
|--------|--------------------------------------|---|--|--|--|
|        |                                      | <p>expressions, transform and solve equations, and factor as necessary in problem situations. Readiness Standard A.10.A</p> <p>The student is expected to solve quadratic equations using concrete models, tables, graphs, and algebraic methods. Readiness Standard A.10.B</p> <p>The student is expected to make connections among the solutions (roots) of quadratic equations, the zeros of their related functions, and the horizontal intercepts (x-intercepts) of the graph of the function. Supporting Standard</p> | <p>Inequalities;</p> <p>5: Exponential Functions and Equations</p> | <ul style="list-style-type: none"> <li>• explain the meaning of solutions for given situations;</li> <li>• identify and make connections among factors, solutions, x-intercepts, and zeros.</li> </ul> |  |

The Excel Center – Addendum to Sample Scope and Sequence

|   |   |  |   |  |  |
|---|---|--|---|--|--|
| ENGLISH PROGRAM<br>*Dual Credit Courses |   |  |   |  |  |
| English                                 | Developmental Reading Scholastic System 44 90 minutes | Developmental Reading Scholastic READ 180 90 minutes | World Studies A: English I/ World History A 180 minutes                                 | World Studies B: English II/ World History B 180 minutes                               | *English III 90 minutes  |
| Pre-requisites                          | SRI < 600L  | SRI 600-1000   | IF SRI 1000+ and TABE 9.0+  | World Studies A  | World Studies B<br><br>*For Dual Credit:<br>ACT Reading 19+<br>or<br>Compass Reading 81+ and Sentence Skills 59+<br>or<br>Accuplacer Reading 78+ and Sentence Skills 80+ |
| Credits Awarded                         |   |  | English I (1 English)<br>World History (.5 social studies)                              | English II (1 English)<br>World History (.5 social studies)                            | English III (1 English)<br><br>*ENGL1301<br>*ENGL 2328   |
| TEKS Alignment                          |   |  | §110.31 English Language Arts and Reading, English I; §113.42 World History Studies A   | §110.32 English Language Arts and Reading, English II; §113.42 World History Studies B | §110.33 English Language Arts and Reading, English III   |
| Assessment                              | Scholastic Reading Inventory (SRI)                    | Scholastic Reading Inventory (SRI)                   | Scholastic Reading Inventory (SRI); Course final exam; STAAR EOC Assessment – English I | Course final exam; STAAR EOC Assessment – English II                                   | Course final exam; *Austin Community College final exams   |

The Excel Center – Addendum to Sample Scope and Sequence

|  |  |   |  |   |  |
|--|--|---|--|---|--|
| Accelerated Instruction Contingency Plan | Students remain in System 44 until SRI>600, typically 1-2 terms based upon cognitive ability | Students remain in READ 180 until SRI>1000, 1-2 terms depending upon starting level | If student passes this course but does not pass STAAR English I, they may move to World Studies but take 90 minute Writing Lab course in addition. If student does not pass this course, they must re-take the course. | If student passes this course but does not pass STAAR English II, they may move to English III but take 90 minute Writing Lab course in addition. If student does not pass this course, they must re-take the course. | All students must pass English III to graduate. Additional instructional assistance is offered before and after regular school hours, and students may enroll in an additional writing lab course if needed. |
|--|--|---|--|---|--|

|                 |  |  |
|-----------------|--|--|
| English         | Communication Applications (Added to Biology)<br><br>If student already has biology credit, this course may be added to other science or CTE coursework. | Career Prep English (Added to Career Preparation I)              |
| Pre-requisites  | Concurrent enrollment in Biology   | Concurrent enrollment in Career Preparation I                    |
| Credits Awarded | Communication Applications (.5 English)  | (.5 English)   |
| TEKS Alignment  | §110.58 Communication Applications   | N/A<br>Locally developed English language arts course per §74.12 |
| Assessment      | Course final project and exam  | Course final project   |

|                     |                        |  |  |                         |
|---------------------|------------------------|--|--|-------------------------|
| MATHEMATICS PROGRAM |                        |  |  |                         |
| Mathematics         | Math Lab<br>90 minutes | Intensified Algebra I A<br>180 minutes | Intensified Algebra I B<br>180 minutes | Geometry<br>180 minutes |
| Pre-requisites      | TABE < 6.0             | TABE 6.0+                              | Algebra I A                            | Algebra I               |
| Credits Awarded     |                        | Algebra I A<br>(.5 math)               | Algebra I B<br>(.5 math)               | Geometry (1 math)       |

The Excel Center – Addendum to Sample Scope and Sequence

|  |   |  |   |  |
|--|---|--|---|--|
| TEKS Alignment                           |   | §111.39<br>Algebra I   | §111.39<br>Algebra I  | §111.41<br>Geometry  |
| Assessment                               | TABE;<br>Course<br>final exam   | Course Final<br>exam   | Course final<br>exam;<br>STAAR<br>EOC<br>Assessment –<br>Algebra I  | Course final<br>exam   |
| Accelerated Instruction Contingency Plan | Students<br>may take 2<br>terms of<br>math lab if<br>needed to<br>earn a<br>TABE<br>score 6.0+. | If a student<br>does not<br>pass this<br>course, they<br>must re-take<br>the course in<br>addition to<br>Math Lab. | If student<br>passes this<br>course but<br>does not pass<br>STAAR<br>Algebra I,<br>they may<br>move to<br>Geometry<br>but take<br>Math Lab in<br>addition.<br>If student<br>does not pass<br>this course,<br>they must re-<br>take the<br>course. | If a student<br>does not<br>pass this<br>course, they<br>must re-take<br>the course in<br>addition to<br>Math Lab. |

|                       |   |  |  |                          |
|-----------------------|---|--|--|--------------------------|
| MATHEMATICS ELECTIVES |   |  |  |                          |
| Mathematics           | Mathematical<br>Models with<br>Applications<br>90 minutes<br><br>[*Note: this<br>course will<br>be offered<br>until either<br>the Algebraic<br>Reasoning or<br>Statistics<br>course has<br>been<br>developed<br>and approved<br>by SBOE.] | Algebraic<br>Reasoning<br>90 minutes<br><br>[*Note: this<br>course is<br>under<br>development<br>and will be<br>offered<br>pending<br>SBOE<br>approval.] | Statistics<br>90 minutes<br><br>[*Note: this<br>course is<br>under<br>development<br>and will be<br>offered<br>pending<br>SBOE<br>approval.] | Algebra II<br>90 minutes |

## The Excel Center – Addendum to Sample Scope and Sequence

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.2. Exit Requirements



# Graduation Requirements

Graduation requirements based on the student's 9<sup>th</sup> grade year are listed on the following pages.

| Course and Credit Requirements (22 Credits) |  | Assessment Requirements   |
|---|--|---|
| English/Language Arts                       | <b>5 credit options</b>  | <b>Students must pass the following STAAR End of Course Assessments:</b><br>English I<br>English II<br>Algebra I<br>Biology<br>US History |
|   | 1 Credit: English I<br>1 Credit: English II<br>1 Credit: English III<br>1 Credit: English IV<br>.5 Credit: Communication Applications (speech)   |   |
| Mathematics                                 | <b>6 credit options</b>  |   |
|   | 1 Credit: Algebra I<br>1 Credit: Geometry<br>1 Credit: Mathematical Models with Applications; Algebraic Reasoning*; Statistics*; or Algebra II   |   |
| Science                                     | <b>5 credit options</b>  |   |
|   | 1 Credit: Integrated Physics and Chemistry<br>1 Credit: Biology<br>1 Credit: Anatomy and Physiology; Chemistry; or CTE cluster course (e.g., Adv. Biotechnology)   |   |
| Social Studies                              | <b>4 credit options</b>  |   |
|   | 1 Credit: World History Studies<br>1 Credit: US History Studies Since 1877<br>.5 Credit: Government<br>.5 Credit: Economics with Emphasis on the Free Enterprise System and Its Benefits                 |   |
| Languages Other Than English (LOTE)         | <b>6 credit options</b>  |   |
|   | 1 Credit: Spanish I; American Sign Language I; or Computer Science I<br>1 Credit: Spanish II; American Sign Language II; or Computer Science II  |   |
| Physical Education                          | <b>3 credit options</b>  |   |
|   | .5 Credit: Foundations of Personal Fitness<br>.5 Credit: Aerobic Activities<br>1 Credit: Health  |   |
| Fine Arts                                   | <b>2 credit options</b>  |   |
|   | 1 Credit: Music I<br>1 Credit: Music Studies: Music Appreciation I-II*   |   |
| CTE Electives                               | <b>Many credit options</b>   |   |
|   | 1 Credit: Career Preparation I<br>4 Credits: Students select the remaining 4 Credits from their Career Cluster Pathway; preference should go toward courses leading to industry recognized certification |   |

\*These courses will be offered once they are available, beginning in the 2015-2016 school year.



Students will complete the graduation requirements established from the year they entered 9<sup>th</sup> grade. The Excel Center graduation requirements mirror the requirements for high school graduation outlined in 19 Tex. Admin. Code §74.11 for the Foundation High School Program, and the crosswalk below explains how The Excel Center's course requirements fulfill graduation requirements from students enrolling in high school in 1998 and beyond. Students who enrolled in 9<sup>th</sup> grade at some high school prior to 1998 will meet also the graduation requirements established for their academic year. Students who never enrolled in 9<sup>th</sup> grade, or students who are unable to locate an academic transcript at their last high school will be classified as incoming freshman students in the current school year and will fulfill the Foundation High School Program requirements.

Course titles are truncated in the chart below.

**Minimum Diploma Requirements by student's year of entering 9<sup>th</sup> Grade.**

|  | 2015-16 and beyond   | 2012-13 through 2013-14*  | 2010-11 through 2011-12*  | 2007-08 through 2010-2011   | 2004-05 through 2006-07   | 2001-02 through 2003-04   | 1998-99 through 2000-01   |
|--|--|---|---|---|---|---|---|
| <b>Total Credits</b>                   | 22 Credits   | 22 Credits  | 22 Credits  | 22 Credits  | 22 Credits  | 22 Credits  | 22 Credits  |
| <b>English/Language Arts</b>           | 4 Credits<br>Eng I, II, III, IV  | 4 Credits<br>Eng I, II, III, IV   | 4 Credits<br>Eng I, II, III, IV   | 4 Credits<br>Eng I, II, III, IV   | 4 Credits<br>Eng I, II, III, IV   | 4 Credits<br>Eng I, II, III, IV   | 4 Credits<br>Eng I, II, III, IV   |
| <b>Mathematics</b>                     | 3 Credits:<br>Alg I, Geometry, Mathematical Models                     | 3 Credits<br>Alg I, Geometry, Mathematical Models   | 3 Credits<br>Alg I, Geometry, Mathematical Models   | 3 Credits<br>Alg I, Geometry, Mathematical Models   | 3 Credits<br>Alg I, Geometry, Mathematical Models   | 3 Credits<br>Alg I, Geometry, Mathematical Models   | 3 Credits<br>Alg I (Geometry), Mathematical Models  |
| <b>Science</b>                         | 3 Credits<br>Biology<br>IPC<br>Chemistry                               | 2 Credits<br>Biology<br>IPC   | 2 Credits<br>Biology<br>IPC   | 2 Credits<br>Biology<br>IPC   | 2 Credits<br>Biology<br>IPC   | 2 Credits<br>Biology<br>IPC   | 2 Credits<br>Biology<br>IPC   |
| <b>Social Studies &amp; Economics</b>  | 3 Credits<br>World History<br>US History<br>US Government<br>Economics | 3 Credits<br>World History<br>US History since 1877<br>US Government<br>Economics (in above Credit total) | 2.5 Credits<br>World History<br>US History since 1877<br>US Government<br>Economics (.5 Credit) | 2.5 Credits<br>World History<br>US History since 1877<br>US Government<br>Economics (.5 Credit) | 2.5 Credits<br>World History<br>US History since 1877<br>US Government<br>Economics (.5 Credit) | 2.5 Credits<br>World History<br>US History since 1877<br>US Government<br>Economics (.5 Credit) | 2.5 Credits<br>World History<br>US History since 1877<br>US Government<br>Economics (.5 Credit) |
| <b>Academic Elective</b>               | N/A  | 1 elective<br>World<br>Geography  | 1 elective<br>World<br>Geography  | 1 elective<br>World<br>Geography  | 1 elective<br>World<br>Geography  | 1 elective<br>World<br>Geography  | 1 Credit<br>World<br>Geography  |
| <b>Physical Education &amp; Health</b> | 1 Credit<br>Foundations of   | 1 Credit<br>Foundations of  | 1 Credit<br>Foundations of  | 1 Credit<br>Foundations of  | 1.5 Credits<br>Foundations of   | 1.5 Credits<br>Foundations of   | 1.5 Credits<br>Foundations of   |

|  | Personal Fitness<br>Aerobic<br>Activities                         | Personal Fitness<br>Aerobic<br>Activities | Personal Fitness<br>Aerobic<br>Activities | Personal Fitness<br>Aerobic<br>Activities | Personal Fitness<br>Aerobic<br>Activities | Personal Fitness<br>Aerobic<br>Activities | Personal Fitness<br>Aerobic<br>Activities | Personal Fitness<br>Aerobic<br>Activities | Personal Fitness<br>Aerobic<br>Activities |
|--|---|---|---|---|---|---|---|---|---|
| <b>Languages Other Than English (LOTE)</b> | 2 Credits<br>Spanish I, II or<br>Computer<br>Programming I,<br>II | N/A                                       | N/A                                       | N/A                                       | N/A                                       | N/A                                       | N/A                                       | N/A                                       | N/A                                       |
| <b>Speech</b>                              | N/A   | .5 Credit<br>Comm. Apps.                  | .5 Credit<br>Comm. Apps.                  | .5 Credit<br>Comm. Apps.                  | .5 Credit<br>Comm. Apps.                  | .5 Credit<br>Comm. Apps.                  | .5 Credit<br>Comm. Apps.                  | .5 Credit<br>Comm. Apps.                  | .5 Credit<br>Comm. Apps.                  |
| <b>Technology</b>                          | N.A   | N/A                                       | N/A                                       | N/A                                       | N/A                                       | N/A                                       | N/A                                       | N/A                                       | N/A                                       |
| <b>Fine Arts</b>                           | 1 Credit<br>Music I   | 1 Credit<br>Music I                       | 1 Credit<br>Music I                       | 1 Credit<br>Music I                       | 1 Credit<br>Music I                       | 1 Credit<br>Music I                       | 1 Credit<br>Music I                       | 1 Credit<br>Music I                       | 1 Credit<br>Music I                       |
| <b>CTE Electives</b>                       | 5 Credits   | 6.5 Credits                               | 6.5 Credits                               | 6.5 Credits                               | 6.5 Credits                               | 6.5 Credits                               | 6.5 Credits                               | 6.5 Credits                               | 6.5 Credits                               |

\*Note that students who began ninth grade between 2011-2012 and 2013-2014 may also be eligible to graduate under the Foundation High School Program.



|                      |                     |                     |                     |                     |                     |                                   |
|----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------------------|
| Technology           | N/A                 | N/A                 | N/A                 | N/A                 | N/A                 | 1 Credit<br>Computer<br>Science I |
| <b>Fine Arts</b>     | 1 Credit<br>Music I | 1 Credit<br>Music I | 1 Credit<br>Music I | 1 Credit<br>Music I | 1 Credit<br>Music I | 1 Credit<br>Computer<br>Science I |
| <b>CTE Electives</b> | 5 Credits           | 5.5 Credits         | 5.5 Credits         | 5.5 Credits         | 3.5 Credits         | 3.5 Credits                       |

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.3. Principal Documents

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District                             | CDN                                  | Located in (City)                        | # of Students Served               | Salary Range                                    |
|--|--------------------------------------|--|------------------------------------|---|
| <input type="text" value="HUTTO ISD"/>       | <input type="text" value="246-906"/> | <input type="text" value="HUTTO"/>       | <input type="text" value="5,754"/> | <input type="text" value="\$75,098-\$101,603"/> |
| <input type="text" value="MANOR ISD"/>       | <input type="text" value="227-907"/> | <input type="text" value="MANOR"/>       | <input type="text" value="8,087"/> | <input type="text" value="\$72,893-\$89,991"/>  |
| <input type="text" value="LAKE TRAVIS ISD"/> | <input type="text" value="227-913"/> | <input type="text" value="LAKE TRAVIS"/> | <input type="text" value="7,809"/> | <input type="text" value="\$77,106-\$120,704"/> |

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

**Job Duties: List up to 10 key duties this individual will perform.**

1.
2.
3.
4.
5.
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7.
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**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**



**Position:** Head of School/Vice President of Education, The Excel Center

**Supervisor:** Senior Vice President, Mission Services

**Scope Summary:**

The Head of School will be the leader of The Excel Center School. Provides hands on approach to leadership in the directing, planning, managing, and coordinating the educational goals and vision of the school. Ensures that instructors, coaches, directors and resource staff are providing the highest quality academic services for students. Responsible for meeting the desired outcomes regarding enrollment, attendance, retention, and graduation rates as well as postsecondary goals. Provides support and leadership to instructors and administrators. Works with the academic support staff of Goodwill Education Initiatives, Inc. to ensure seamless services and curriculum development. Works with Goodwill leadership team to ensure core values are effectively communicated and upheld in schools. Works with leadership of Goodwill and the Goodwill Education Board in establishing school goals and objectives while ensuring they are met.

**Education**

Master's degree in relevant field required, Doctorate preferred.

**Qualifications**

- Current Texas Secondary Administrator's License
- Familiarity with Texas Educational Landscape, TEKS, and Accountability Requirements
- 5+ years in a school-related or enterprise-related leadership role
- Prior experience managing groups of professionals
- Familiarity with target student population and drop-out recovery strategies
- Strong communicator at a variety of levels; Demonstrates effective presentation skills
- Solid planning and organizing skills
- Proficiency in Microsoft Office products; ability to effectively navigate the Internet

**Essential Duties and Responsibilities:**

- Assists the Superintendent in developing strategies, goals and objectives for the schools and leads directors in managing the implementation of these objectives.
- Leads the development of the Excel Model and communicates the vision to staff.
- Provides leadership and supports training of directors and leads teachers in evaluating performance data.
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results, and/or Texas Academic and TEKS Standards
- Implements Excel Model in new locations, including supporting staff hiring, training and development, facilities and infrastructure, scheduling and reporting.
- Responsible for all reporting to the Texas Education Agency.
- Provides coaching and mentoring to lead teachers and staff to ensure teachers' evaluations are completed on a timely basis.
- Assists the Superintendent in developing applications and materials related to charter renewals.
- Assists school leaders in coordinating and administering in-service education programs for the instructional staff.
- Facilitates and supports day-to-day function of schools.
- Assists Director of College and Career Readiness in facilitating dual credit and certification, post-secondary, workplace/employer partnerships.
- Assists the Director of Special Education in designing the most appropriate academic program for special needs students.
- Assists the CAO of GEI in the review, evaluation, and recommendation of instructional materials, methods, and programs.
- Represents The Excel Center and Goodwill, as appropriate, in community planning and policy making activities.
- Initiates contacts with community stakeholders to develop strong working relationships and garner support.



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment E.4. Leadership Team Documents

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN     | Located in (City) | # of Students Served | Salary Range       |
|------------------|---------|-------------------|----------------------|--------------------|
| HUTTO ISD        | 246-906 | HUTTO             | 5,754                | \$75,098-\$101,603 |
| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$72,893-\$89,991  |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$77,106-\$120,704 |

**Nineteenth Generation Open-Enrollment Charter Application  
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(MUST be typed)**

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# J. MICHAEL WILLARD

1015 Norwood Park Blvd.

Austin, TX 78753

michael.willard@austingoodwill.org

## EXPERIENCE

### Goodwill Industries of Central Texas, Austin, TX

July 2011 to present

Chief Mission Services Officer

Senior Vice President of Mission Services

Vice President of Mission Services

- Responsible for leadership and strategic direction of \$11.2M Mission Services Division consisting of more than 140 employees.
- Formulates strategies for the successful implementation of GICT's mission in conjunction with the organization's strategic and ten-year plans.
- Provides program oversight for more than 20 funding streams, ranging from large government to corporate/private funders.
- Develops strategic goals and metrics and takes action to implement new projects and initiatives.
- Ensures attainment of program goals and objectives.
- Creates and maintains strong working relationships with collaborative partners.

### Austin Habitat for Humanity, Austin, TX

March 2004-July 2011

President and CEO

- Responsible for overall operation of the organization including administration, development, family services, construction, volunteer services, and ReStore.
- Reporting to the Board of Directors, responsibilities included development of strategic plan, annual plan, annual budget, supervision of staff and accountability for organizational outcomes.

### Habitat for Humanity International, Americus, GA

August 1994-March 2004

Senior Director of Special Projects and Initiatives

Vice President, Human Resources

Director, Program Enhancement

Associate Director, U.S. Affiliates

#### Other Relevant Experience:

Child and Family Services, Knoxville, TN, 1993-1994

St. Mary's Medical Center, Inc., Knoxville, TN, 1990-1992

Walter S. White and Company, Knoxville, TN, 1989-1990

Beta Home, Inc., Knoxville, TN, 1986-1989

## EDUCATION

**Masters of Education, Human Development Counseling Program.** Vanderbilt University, Nashville, TN, 1985.

Major field of study, Counseling and Human Development

**Bachelor of Science, George Peabody College of Vanderbilt University.** Nashville, TN, 1982.

Cum Laude: Major field of study, Psychology

**Nineteenth Generation Open-Enrollment Charter Application  
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Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District                             | CDN                                  | Located in (City)                        | # of Students Served               | Salary Range                                    |
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# **DODIE L. BROWN, CPA, CGMA**

**6416 Tracton Ct ❖ Austin, Texas 78739**

**Home (512) 288-3608 ❖ Cell (512) 748-1342 ❖**

**Email ❖ [dodie.brown@goodwillcentraltexas.org](mailto:dodie.brown@goodwillcentraltexas.org)**

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## **Financial Vice President**

### **Controller**



**Strong analytical and problem solving skills**

**Organizational performance excellence skills**

**Success working with and leading cross-functional teams to develop and implement new initiatives**

**Self-directed learner who accepts and seeks new challenges**

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Proven record of leading, working in, and motivating teams to produce results. Proven leadership of financial and cross-functional teams to manage change and accomplish objectives.

◆ Financial Statement Analysis ◆ Staff Development and Promotion ◆ Leadership Development  
◆ Financial Management and Reporting ◆ Financial Budgeting and Forecasting ◆ Internal Controls  
◆ Change Management ◆ Strategic Planning ◆ Performance and Quality Standards ◆ Strategic Partnerships

## **SELECTED ACHIEVEMENT HIGHLIGHTS**

- ❖ Supported and engaged in the development of a performance excellence department, participating in the development of standard operating procedures, and participating on a performance excellence team.
- ❖ Participated in initiative to implement Kaizon continual improvement process in all retail locations. During implementation in 2011, retail sales improved by 18%. Participated in Kaizon training and events gaining valuable Goodwill retail production experience.
- ❖ Led a cross-functional team to research, propose and implement a telecommuting solution for the organization. Since implementation in late September of 2008, telecommuting has

saved over 15,000 miles of employee travel and allowed the organization to leverage talent across the country.

- ❖ Developed and taught the following classes: 360 evaluations; Advanced Financials, Financial Management for Non-Financial Managers, and Powerful Personal Change.
- ❖ Led a team to research and implement a new budgeting and forecasting software which has increased efficiency of the annual budgeting process and allowed for efficient financial forecasting and analysis during the year.
- ❖ Successful implementation of various new software products during tenure at CPA firms and Goodwill from paperless audit software and tax filing to web based lease tracking.

## **PROFESSIONAL EXPERIENCE**

**Vice President for Finance, Goodwill Industries of Central Texas** 2008 - present

Responsible for the accounting and finance department which supports a diverse organization whose programs are supported by federal, state and local grant funding, retail thrift store sales, temporary employment agency contracts, commercial service contracts, and individual and corporate gifts.

Direct reports include: Director of Analysis and Planning, Director of Grant Accounting, Assistant Controller, Purchasing Specialist, Accounts Payable Supervisor and Senior Accountants.

- Responsible for management and preparation of the annual budget. Successfully led research, selection, and conversion from a manual excel system to an automated budgeting and forecasting system. Also played an integral role in streamlining and scheduling the strategic planning and budgeting process.
- Responsible for monitoring and development of procedures to ensure that adequate internal controls are in place to safeguard company assets and that current accounting principles are being followed.
- Coordinates the annual financial audit.
- Prepares the annual consolidated external financial statements and disclosures for auditor review and inclusion in the audit report.
- Acts as a member of the Executive Management Group. Acts as liaison to the Board Finance Committee attends Finance Committee, Audit Committee and Full Board meetings.
- Responsible for the accurate and timely distribution of all financial data to the internal management of the organization. Successfully implemented a paperless distribution process for this data.
- Researched and implemented a solution to attach scans of documents and electronic files to transactions in our accounting software to enable electronic viewing of backup for transactions. Currently completing a project for paperless routing and approval of purchase orders and invoices.
- Responsible for analysis of monthly and quarterly internal financials for Senior Executive Management and Finance Committee of the Board.



- Assists in preparation and review of analysis to assist operational personnel in evaluating new and ongoing ventures.
- Responsible for preparation and timely filing of required governmental reporting for all companies.
- Led a cross-functional team to research and develop a telecommuting procedure that has been implemented by the organization.
- Participated on a performance excellence team.
- Develops and teaches internal classes for leadership learning groups.

**Controller, Goodwill Industries of Central Texas, Austin, Texas** 2004 - 2008

Responsible for successful delivery of all financial data to CFO, evaluation and enhancement of internal accounting controls.

Direct reports: Accounts Payable Supervisor, Accounts Receivable Specialist, Payroll Specialists, Cash Management Specialist, Accounting Specialists

**Manager, Glass & Co., CPAs, P.C., Austin, TX** 2003 - 2004

- Technical audit reviews.
- 401(k) Audits.
- Preparation and review of individual, partnership, corporate, and not-for-profit tax returns.
- Coordinated successful implementation of new tax preparation software and the company's first e-file season.
- Staff mentoring

**Manager, Davis, Kinard & Co., P.C., Abilene, Texas** 1998 - 2003

- Prepared and reviewed individual, partnership, corporate, fiduciary and not-for-profit tax returns.
- Led audit teams for governmental and not-for-profit audits.
- Experience with medical practices and eldercare services.
- Supervision and review of compilation and review service work.

**Controller, Howard Payne University, Brownwood, Texas** 1994 - 1998

- Responsible for all accounting functions of the University.
- Supervised the business office staff including cashier, payroll, accounts payable and student billing.
- Responsible for financial reporting to the VP Finance.
- Responsible for student billing systems.

- Worked closely with the Financial Aid Office to ensure compliance with regulations.
- Assisted with the annual budget.
- Developed and coordinated employee training on purchasing and payroll.
- Attended board meetings.

**Staff Accountant**, Rex Bessent, CPA, Brownwood, Texas 1990 - 1994

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- Compilation and review work.
- Audit staffing.
- Individual, partnership, and corporate income tax preparation.

**Staff Accountant**, Iris Rudeseal, CPA, Brownwood, Texas 1985 - 1990

---

- Compilation and review work.
- Audit staffing.
- Individual and partnership income tax preparation.
- Data entry and bank reconciliations.

## EDUCATION AND PROFESSIONAL CERTIFICATIONS

|   |      |
|---|------|
| <i>Goodwill Industries International</i><br>Executive Development Program                 | 2012 |
| <i>Goodwill Industries International</i><br>Manager Development Program Train the Trainer | 2010 |
| <i>Goodwill Industries International</i><br>Senior Leader Program                         | 2009 |
| <i>Texas State Board of Public Accountancy</i><br>CPA License                             | 1997 |
| <i>Tarleton State University, Stephenville, Texas</i><br>BBA Accounting                   | 1985 |

## PROFESSIONAL AFFILIATIONS

- ❖ Texas Society of Certified Public Accountants
- ❖ American Institute of Certified Public Accountants
- ❖ Chartered Global Management Accountants
- ❖ Financial Executives International

- ❖ Abilene Business and Estate Planning Council, past member
- ❖ Abilene Coordinating Council – Aging Cluster Group, past member

## **COMMUNITY INVOLVEMENT**

- ❖ First United Methodist Church, Austin, TX
  - Administrative Board
  - Finance Committee
  - Fiscal Oversight Subcommittee
- ❖ Patton Elementary, Austin, TX
  - Volunteer assistance with reading program
- ❖ Kiwanis Club of Abilene
  - Finance Committee
  - Rewards for Reading Group
- ❖ Noah Project, Abilene, TX (Center for Victims of Family Violence)
  - Chair Rose Reflections Committee (major fundraiser)
- ❖ Women's Club Brownwood, Texas - Treasurer
- ❖ Junior Twentieth Century Club of Brownwood - Treasurer

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN     | Located in (City) | # of Students Served | Salary Range       |
|------------------|---------|-------------------|----------------------|--------------------|
| HUTTO ISD        | 246-906 | HUTTO             | 5,754                | \$85,704-\$111,319 |
| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$86,733-\$103,253 |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$77,106-\$120,704 |

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

GOODWILL INDUSTRIES OF CENTRAL TEXAS

Enter the name of the proposed charter school:

THE EXCEL CENTER

Position:

SENIOR VP, COMMUNITY ENGAGEMENT

Reports to:

CEO/SUPERINTENDENT

Job Duties: List up to 10 key duties this individual will perform.

1. Offers support in governance, policy, marketing and fundraising
2. Ensures The Excel Center is supported by Goodwill from a development and marketing perspective
3. Collaborates with the Head of School and myriad partners to continuously recruit and enroll students
4. Publicizes application/enrollment opportunities, materials, and timelines on our website and through various media
5. Serves as government affairs liaison and reports progress
6. Serves on panel for Head of School recruitment
7. Attends meeting of the Community Engagement and Development board committee, full board, and others as assigned
8. Serves as official spokesperson/Public Information Officer
9. Oversees development of Governance & board education and training
- 10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

TRACI BERRY, CFRE  
Goodwill Central Texas  
1015 Norwood Park Boulevard, Austin, Texas 78753

**Professional Summary**

Non-profit executive with more than 17 years of management and leadership experience working with local and national organizations dedicated to meeting their missions. Proven leader in community relations, public affairs, fundraising, branding, marketing, and board development.

**Community Relations & Fundraising**

- Oversee diversified fundraising programs, including annual giving, private and public grants, corporate partnerships, major gifts, planned giving and special events.
- Engage employees, major donors, corporate executives, Board/committee members and community groups in philanthropy.
- Develop community and strategic partnerships to support programs, marketing and/or fundraising objectives.
- Plan and manage capital campaigns with high-level committees and volunteers.

**Public Policy**

- Develop and manage Public Affairs/Advocacy agenda on local, state, and national levels.
- Build coalitions and partnerships.
- Engage in policy-making: craft legislation and secure authors, sponsors, and supporters.
- Write policy briefs, position papers, RFAs, and RFPs.
- Deliver testimony and prepare clients.

**Marketing**

- Brand management and identity development.
- Business and consumer writing.
- Advertising and media management.
- Construct marketing plans for varied business platforms across multiple channels.
- Serve as a spokesperson.

**Organizational Leadership**

- Recruit, train, develop and supervise staff.
- Motivate and empower teams to develop and implement plans and improve processes.
- Develop and execute strategic and annual organizational and divisional operating plans.
- Prepare and manage annual budgets for organization and division.
- Develop policies and procedures to meet compliance requirements and/or set high organizational standards.
- Develop Balanced Score Card measurement system to monitor strategic and annual plan performance.
- Lead training and leadership development classes.

**Board Development**

- Recruit, interview, and engage Board of Directors.
- Manage Board Development and Fund Development committees.
- Prepare and facilitate Board meetings and planning retreats.
- Create Board assessment and evaluation tools to enhance effectiveness.

**Work History**

---

***Senior Vice President, Community Engagement  
Goodwill Central Texas, Austin, Texas***

***2008- present***

Serves on the Executive Leadership Team to lead and support the largest social service organization in Austin, Texas. GICT helps over 14,000 people with 1,200 employees and a \$76,000,000 annual operating budget. Oversees the organization's Community Engagement division with a staff of 17 and a \$8,000,000 annual budget. Construct and implement strategic marketing plans for \$43M retail operation, \$9M staffing service company, \$5M recycling and E-commerce business and \$4M commercial business services while also managing \$1.3M in advertising dollars across multiple platforms. Raise more than \$8M in grants and contributions. Lead all business development efforts, including the writing of all business plans

## TRACI BERRY, CFRE

and the generation of cross-functional teams to implement new business lines in order to create explosive growth in support of new ten-year strategic plan. Lead all legislative efforts at local, state and national levels. Responsible for passing critical recycling, pay-day lending, and educational legislation. Leads charter school development and implementation and criminal justice reform initiatives.

### ***Campaign & Development Consultant***

**2007 - 2008**

#### **Goodwill Industries of Orange County, Santa Ana, California**

Provided overall strategic counsel and advice for \$7 million capital campaign to build Fitness Center for people with disabilities. Researched and cultivated new individual, corporate, and foundation prospects to support capital campaign. Prepared program and capital campaign grant proposals. Grants resulted in \$1.9 million with \$850,000 in new funding.

### ***Associate Director of Institutional Advancement***

**2005 - 2007**

#### **Brentwood School, Los Angeles, California**

Developed case statement and implementation plan for \$60 million capital campaign. Analyzed donor giving history and capacity and created campaign prospect lists, leadership levels, and giving charts. Responsible for design and content of new, state-of-the-art website and intranet portal network.

### ***Senior Development Officer***

**2003 - 2005**

#### **INOVA Health Center, Fairfax, VA**

Raised \$11 million for \$150 million capital campaign and managed \$3.7 million annual budget with an 11% increase in annual giving. Responsible for the marketing and development of a comprehensive fundraising and outreach program for Oncology Services within a seven hospital network.

### ***Director of Development***

**2001 - 2003**

#### **Independent Women's Forum, Washington, DC**

Built corporate outreach and lobbying division. Increased corporate contributions from 0% to 8% in nine months and annual income from \$800,000 to \$1.5 million within one fiscal year. Increased overall corporate diversification to 19%. Secured two seven figure and one six figure gift in year two, an organizational feat.

### ***Director of Individual Donor Marketing***

**1998 - 2001**

#### **Citizens for a Sound Economy, Washington, DC**

Lead grassroots lobbying efforts across multiple states as well as nationally on tax, tort, and health care issues. Supervised \$7 million annual fund program. Increased membership by 135% through multi-million piece per year direct mail program. Achieved program profit within one year after four years in the red, culminating in doubled growth. Reduced program costs by 15% through transformed RFP process.

### ***Professional & Community Involvement***

---

- Member, Women Leadership Texas (Class of 2014)
- Graduate, Goodwill Industries International Senior Leadership Program (2011)
- Member, Education Committee, Greater Austin Chamber of Commerce (2009 – 2010)
- Philanthropy Day Committee Chair, AFP, Austin Chapter (2010 – 2011)
- Public Policy Committee Member, AFP, Austin Chapter (2011 – present)
- Certified Fund Raising Executive professional designation (2007 – present)
- Member, Association of Fundraising Professionals (AFP) (1998 – present)
- Member, National Committee on Planned Giving (2000-present)
- Member, Public Policy Committee, Association of Fundraising Professionals International, (2012 – present)
- Member, Public Policy Committee, Goodwill Industries International (2012 – present)
- Mentor, Austin Education Partners, Reagan High School
- Mentor, GoodGuides Mentorship Program

### ***Education***

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- B.A., Philosophy & Political Science  
University of Southern California

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Supplemental Human Resources Information Form  
(MUST be typed)**

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Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

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|------------------|---------|-------------------|----------------------|--------------------|
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| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$72,893-\$89,991  |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$77,106-\$120,704 |



**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
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Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

## GERALD L. DAVIS

1015 Norwood Park Blvd.  
Austin, TX 78753

(512) 637-7157  
gerald.davis@austingoodwill.org

### EXPERIENCE

1998-Present

#### **PRESIDENT and CEO** *Goodwill Industries of Central Texas, Austin, Texas*

- Led \$84M CARF-accredited organization serving over 14,000 clients whose disabilities or social conditions result in unemployment. 1,500 employees. 16<sup>th</sup> largest operating revenues of 179 Goodwill agencies worldwide. 3 local corporate entities. Named 2010, 2008, 2006 Best Places to Work; 2008 GII Workplace Skills Award; 2007 TCEQ Environmental Excellence Award; 2006, 2002 Casey Family Strengthening Award; 2004 Ethics in Business Award Winner; 2012 Ernst & Young Social Entrepreneur of the Year; 2012 Greenlights Nonprofit Leader of the Year.
- Operated 33 stores, 4 donation centers, 2 transportation centers, 40 state/federal set-aside contracts locations, 28 community based service locations, and a 250-person staffing agency. Known for Electronic Waste Recycling; Goodwill Staffing Services; Youth programs; Retail Training; staff consultants.

1993- 1998

#### **PRESIDENT and CEO** *Sandusky Bay Area Goodwill Industries, Sandusky, Ohio*

- Led \$3M CARF-accredited agency serving 450 clients per year. Developed outcome management system.
- Operated 8 stores earning a 31% operating margin on \$1.6M. Sales per square foot doubled. Stores and staff served as community training sites. National prototype processing area. Operated 3 facility-based contract sites earning 36% on operating margin on \$1.3M. Workforce is ability-integrated. 2 new plants. Received 2 quality awards.

1992-1993

#### **ASSOCIATE PROFESSOR** *Medical University of Ohio, Toledo, Ohio*

- Developed and lectured on Management, Leadership, Clinical Reasoning in College of Allied Health. Developed and directed MOT Clinical Fieldwork Program.

1990-1992

#### **ASSOCIATE ADMINISTRATOR OF THERAPY SERVICES**

*St. Francis Rehabilitation Hospital, Green Springs, Ohio*

- Responsible for all medical rehabilitation management, development, accreditation and 70 personnel in a \$5M division

1987-1990

#### **DIRECTOR OF REHABILITATION SERVICES (1988-1990)**

#### **DIRECTOR OF OCCUPATIONAL THERAPY (1987)**

*Providence Hospital, Sandusky, Ohio*

Developed product-line and expanded all services in a 25 person, \$2.5M department.

1984-1987

#### **DIRECTOR OF OCCUPATIONAL THERAPY** *Marquette Regional Medical Center, Marquette, Michigan*

- Managed 8 staff in \$1M inpatient (Acute, Med. Rehab, Psych, and Substance Abuse) and outpatient programs.

1981-1984

#### **OCCUPATIONAL THERAPIST** *Medical College of Ohio, Toledo, Ohio*

## EDUCATION

- 1987                    **MS, Management of Rehabilitation Services**, with distinction  
DePaul University, Chicago, Illinois
- 1981                    **BS, Allied Medical Professions (Occupational Therapy)**  
Ohio State University, Columbus, Ohio

## PROFESSIONAL ACTIVITIES and AWARDS

- Greenlights Austin Nonprofit Leader of the Year, 2012.
- Kenneth K. King Awards, Goodwill Industries International, 2012.
- Ethics In Business Award, Individual of the Year, Samaritan Center (Austin), 2011
- Matthews Entrepreneurial Award, Goodwill Industries International, 2011
- Workability International, Board Director (2011-present), Americas Group Board Director (2009-Present)
- Entrepreneur of the Year, Ernst and Young, Central Texas (Austin), 2010
- Goodwill Industries International Board of Directors (2002-2007), Going Green Co-Chair (2007-Present), Accreditation Committee member (2008-2009); National Retail Task Force member (2007-2008), Immediate Past Board Chair (2006-2007); Board Chair (2005-2006), Board Vice-Chair (2004-2005); Strategic Issues and Planning Chair (2004-2005), E-Waste Subcommittee Chair (2003-2005), Public Policy (2003-2005), Finance and Administration (2003-2004); International/Goodwill Global (2002-2004); GII/COE COE Planning and Member Advocacy (1998-2003).
- Goodwill Industries Conference of Executives, Computer Works Task Force Co-Chair (2008-2009), Nominations (2006-2009), Executive Council (2002-2006), Annual Conference Host (2006); Executive Council Chair (2003-2004); Conference Planning Chair (2002); Other: Century Symposium Delegate (2000-2001); Executive Certification (1997); Territory (1997-1998)
- Southwest Association of Goodwills (1998-2010), Vice President (2009-2010); President (2002-2003); Vice President (2001-2002); Secretary (2000)
- Texas Association of Goodwills (1998-Present), Treasurer (2005-present), President (2002-2003); Vice-President (2001-2002); Secretary/Treasurer (1999-2000); Public Policy Steering Committee Member (1998-Present)
- Texas Association of Community Rehab Programs, Chair (2002-2004); Vice Chair (2001-2002); Member (2001-2005)
- Occupational Therapist, 1998-Present (TX License #108728); 1981-1984, 1987-1998 (OH licensed; license currently in escrow); 1984-1987 (MI registered); AOTA Member #412536 (1981-Present); NBCOT Certification #AA412536 (1999-Present)
- Youth Opportunities Consortium, 1999-2002 (Austin, Texas, with Urban League, American YouthWorks, Communities in Schools)
- State Use Committee (activities for set-aside contracts for people with disabilities), Texas Industries for the Blind and Handicapped Advisory Board (2000-2002), Ohio CNA Selection Committee; Co-chair, representing the Ohio Alliance of Work Centers (Board member), (1997-1998)
- Erie and Huron County (Ohio) Bureau of Employment Services, Welfare Reform Committee Member (1997-1998),
- Ohio Association of Rehabilitation Facilities, Vice President (1997-1998), Executive Committee (1992, 1994-1998); Medical Section chair (1992)
- Ohio Association of Goodwill Industries, Vice President (1997-1998); Secretary (1994-1997); Board member (1993-1998)

- CARE, the Accreditation Commission, Surveyor (1992-2005)
- Adjunct Associate Professor, Medical College of Ohio, MOT and PT Programs (2000-2002)
- National Association of Rehab Professionals in Private Sector, Member (1990-1994)

## COMMUNITY SERVICE and ORGANIZATIONS

- Greater Austin Chamber of Commerce, Board Member (2013-2014)
- Austin Area Research Organization, ad hoc Committee on Workforce Development, (2011-present)
- Austin Achievement Zone Project, ad hoc Committee on Workforce Development, (2011-present)
- University Federal Credit Union, Board Chair (2013-2014), Board Member (2009-present), Associate (2004-2006)
- University of Texas Club, Member (2007-Present)
- Metropolitan Breakfast Club, Member (2007-2010)
- Downtown Rotary Club of Austin, Member (1999-Present) Various committees
- United Way of Austin Agency Directors, Member (1998-2005, 2007-Present)
- Capital Soccer Club Board, Member (1999-2000)
- St. Catherine of Sienna Parish, Various committees (2000-present)
- Master of OT Advisory Board, Medical College of Ohio, Member (1996-1998)
- Information and Referral Network of Erie County, Ohio, Vice President (1997-1998)
- Sts. Peter and Paul Parish, Chair (Facilities Development, 1991-Present); Member (School Advisory Council, 1997-1998)
- Rotary Club of Sandusky, Member (1996-1998)
- LEAD Sandusky, Graduate (1995)
- Boy Scouts, Adult Leader (1990-1994)
- Ohio-North Youth Soccer Association, Licensed coach and Bay Area SA Board Chair/Member(1989-1998)
- Sandusky Area Health Education Council, Board member (1988-1994)

## PUBLICATIONS

- Davis GL and Bordieri JE: Perceived autonomy and occupational therapists. *American Journal of Occupational Therapy* 1988, Sep 591-596
- Cole DP, Davis GL, Traunero JE: The Toledo tenodesis prosthesis-A case history utilizing a new concept in prosthetics for the partial hand amputee. *Orthot Prosthet* 1985; 38:13-23.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.1. Facility Information



**CITY OF AUSTIN  
Watershed Protection  
and  
Development Review Department**

Building Permit No. 04016479

Original Certificate of Occupany Date 03/24/2005

\*\*\*\*\* GENERAL BUILDING / PROPERTY INFORMATION \*\*\*\*\*

Building Address: 1015 NORWOOD PARK BLVD UNIT C  
 Legal Description: Subdivision: NORWOOD PARK; REPLAT OF; Lot: 5  
 Proposed Occupancy: TENANT FINISH OUT TO CREATE RETAIL  
 Building Group/Division: M  
 Building Area Square Footage: 17900 Type of Construction: 2N

Owner: GOODWILL INDUSTRIES  
 Contractor: HARVEY-CLEARY

\*\*\*\*\* CERTIFICATE OF OCCUPANCY \*\*\*\*\*


This is to certify, that the building or structure at the address listed above has been inspected for compliance with the requirements of the Austin City Code for the Group and Division of occupancy listed above.

Neither the issuance of this certificate nor the inspections made shall lessen the responsibility or liability of any person, firm or corporation, owning, operating, controlling, or installing any appliance or material upon the premises; or doing any work whatsoever on such premises.

The City of Austin does not assume any responsibility or liability by reason of the inspection, or reinspection of the premises; or the issuance of this "Certificate of Occupancy", or by any reason of any approval or disapproval.

Remark: CODE:TIM LANGAN

For the Building Official By:



Date: 24 February 2005

Mailing Address

GOODWILL INDUSTRIES  
 300 N. LAMAR

AUSTIN TX 78703



City of Austin

**CERTIFICATE OF OCCUPANCY**

**BUILDING PERMIT NO. 2009-127758 BP**

**ISSUE DATE: 12/18/2009**

**BUILDING ADDRESS:** 1015 NORWOOD PARK BLVD UNIT 300

**LEGAL DESCRIPTION:**

**PROPOSED OCCUPANCY:**

C-1000 Commercial Remodel

Remodel - Interior remodel to existing Admn/Bus/Prof Office. (2nd &3rd floor)

**BUILDING GROUP / DIVISION:** B Business offices

**REMODEL BUILDING SQUARE FOOTAGE:** 3725 SQ. FT.

**SPRINKLER SYSTEM:** Full

**CODE YEAR:** 2003

**CODE TYPE:** IBC

**FIXED OCCUPANCY:** 0

**NON FIXED OCCUPANCY:** 40

**TYPE OF CONSTRUCTION:**

**CONTRACTOR:** Burt-Watts Industries, Inc.

\*\*\*\*\* **CERTIFICATE OF OCCUPANCY** \*\*\*\*\*

**THIS IS TO CERTIFY THAT THE BUILDING OR STRUCTURE AT THE ADDRESS LISTED ABOVE HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF THE AUSTIN CITY CODE FOR THE GROUP AND DIVISION OF OCCUPANCY LISTED ABOVE.**

NEITHER THE ISSUANCE OF THIS CERTIFICATE NOR THE INSPECTIONS MADE SHALL LESSEN THE RESPONSIBILITY OR LIABILITY OF ANY PERSON, FIRM OR CORPORATION

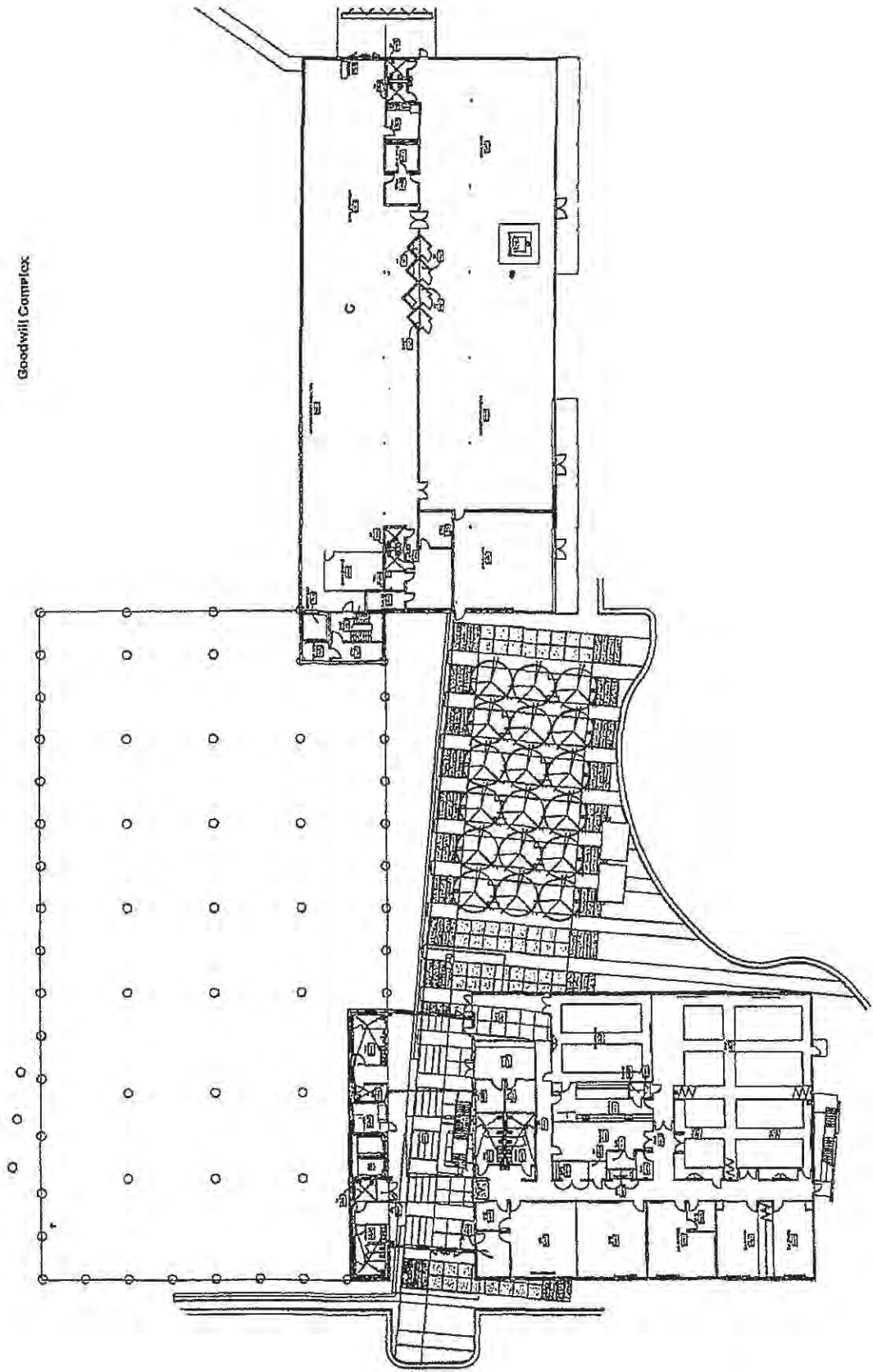
OWNING, OPERATING, CONTROLLING OR INSTALLING ANY APPLIANCE OR MATERIAL UPON THE PREMISE, OR DOING ANY WORK WHATSOEVER ON SUCH PREMISE.

THE CITY OF AUSTIN DOES NOT ASSUME ANY RESPONSIBILITY OR LIABILITY BY REASON OF THE INSPECTION OR REINSPECTION OF THE PREMISE; OR THE ISSUANCE OF THIS "CERTIFICATE OF OCCUPANCY"; OR BY ANY REASON OF ANY APPROVAL OR DISAPPROVAL.

**BUILDING CODE REVIEWER:** Ron Menard

**Leon Barba, Building Official**

Goodwill Complex





SPECIAL WARRANTY DEED

STATE OF TEXAS           §  
                                  §                   KNOW ALL MEN BY THESE PRESENTS:  
COUNTY OF TRAVIS       §

THAT GREENWAY-NORWOOD PARK, LTD., a Texas limited partnership ("Grantor"), for and in consideration of the sum of Ten Dollars (\$10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged and confessed, has GRANTED, BARGAINED, SOLD and CONVEYED and by these presents does GRANT, BARGAIN, SELL and CONVEY unto GOODWILL INDUSTRIES OF CENTRAL TEXAS, a Texas non-profit corporation ("Grantee"), whose address for the purposes hereof is 300 N. Lamar Blvd., Austin, Texas 78703-4611, that certain tract or parcel of land located in Travis County, Texas, and being more particularly described in Exhibit A attached hereto and incorporated herein by this reference for all purposes, together with all and singular the improvements, buildings, structures and fixtures located thereon or attached thereto (all of such land, improvements and property are collectively referred to herein as the "Property"); provided, however, that this conveyance is made and accepted subject to all those certain easements, covenants, restrictions and other matters more particularly described in Exhibit B attached hereto and incorporated herein by this reference for all purposes, to the extent that same are valid and subsisting and affect the Property (the "Permitted Exceptions").

TO HAVE AND TO HOLD the Property, together with all and singular the rights and appurtenances thereto in anywise belonging unto Grantee, its successors and assigns forever; and Grantor does hereby bind itself, its successors and assigns to WARRANT AND FOREVER DEFEND all and singular the title to the Property unto Grantee, its successors and assigns, against every person whomsoever lawfully claiming or to claim the Property or any part thereof, by, through or under Grantor, but not otherwise; subject, however, to the Permitted Exceptions.

For the same consideration, Grantor hereby conveys unto Grantee, all interest, if any, of Grantor in strips and gores between the Property and abutting properties and any land lying in or under the bed of any street, alley, road or right-of-way, open or proposed, abutting or adjacent to the Property; provided, however, this conveyance pursuant to this paragraph is made subject to all existing reservations from and exceptions to title and is made without express or implied warranty, and all warranties that might arise by common law and the warranties in §5.023 of the Texas Property Code (or its successor) are hereby expressly excluded.

Grantee assumes and agrees to pay taxes for 2003 and subsequent years.

EXECUTED effective as of the 14th day of October, 2003.

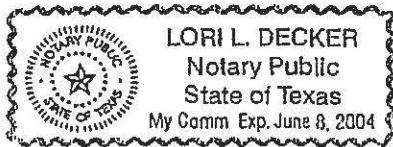
**GREENWAY-NORWOOD PARK, LTD.,**  
a Texas limited partnership

By: Greenway-NP, Inc.,  
a Texas corporation, its General Partner

By: *Christy Hammons*  
Christy Hammons,  
Vice President

STATE OF TEXAS       §  
                                  §  
COUNTY OF DALLAS   §

This instrument was acknowledged before me on October 13 2003, by Christy Hammons, Vice President of Greenway-NP, Inc., a Texas corporation, as General Partner of Greenway-Norwood Park, Ltd., a Texas limited partnership, on behalf of said limited partnership.



*Lori L. Decker*  
Notary Public, State of Texas

My Commission Expires:

*June 8, 2004*

EXHIBIT "A"

LOT 5, REPLAT OF NORWOOD PARK, a subdivision in Travis County, Texas, according to the map or plat thereof recorded in Volume 87, Pages 99B-99D of the Plat Records of Travis County, Texas.

C:\d\sys\shared\gic\01590\031003 swd.wpd

EXHIBIT "B"

1. The following restrictive covenants of record itemized below:

Volume 87, Page(s) 99B-99D of the Plat Records, Volume 12337, Page 1791, Volume 12063, Page 120 as amended in Volume 12259, Page 576, Volume 12337, Page 1785, Volume 12381, Page 504, Volume 12407, Page 704 and Volume 12932, Page 1955 of the Real Property Records and Document No. 2001174562 of the Official Public Records, all of Travis County, Texas.

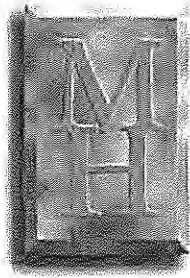
2. Public utility easement 7.5 feet in width along the most westerly, the south and the most easterly west property line(s), as shown by the Plat recorded in Volume 87, Pages 99B-99D of the Plat Records of Travis County, Texas. /
3. Public utility easement 10 feet in width along the Norwood Park Boulevard frontage property line(s), as shown by the Plat recorded in Volume 87, Pages 99B-99D of the Plat Records of Travis County, Texas. /
4. A 15 foot public utility easement across the most southerly portion of the subject property as shown on the Plat recorded in Volume 87, Pages 99B-99D of the Plat Records of Travis County, Texas.
5. A 10 foot underground electric and telephone lines and systems easement granted to City of Austin, by instrument dated April 6, 1987, recorded in Volume 10265, Page 56 of the Real Property Records of Travis County, Texas. —
6. Communications equipment station and a 20 foot access easement granted to Southwestern Bell Telephone Company, by instrument dated October 28, 1987, recorded in Volume 10485, Page 343 of the Real Property Records of Travis County, Texas. —
7. Building setback line 50 feet in width along the Clock Tower Drive and the Norwood Park Boulevard frontage property line(s), as shown on the Plat(s) recorded in Volume 87, Pages 99B-99D of the Plat Records of Travis County, Texas. —
8. Equipment station easement granted to Southwestern Bell Telephone Company, by instrument dated May 18, 1998, recorded in Volume 13217, Page 46 of the Real Property Records of Travis County, Texas. —

EXHIBIT B (continued)

9. The terms, conditions and stipulations set out in that certain City of Austin License Agreement dated September 23, 1987, recorded in Volume 10462, Page(s) 634 of the Real Property Records of Travis County, Texas.
10. The terms, conditions and stipulations set out in that certain Permit to Appropriate State Water dated September 8, 1986, recorded in Volume 10051, Page 923 of the Real Property Records of Travis County, Texas.
11. Assessments payable to Norwood Park Owners Association, Inc., as set forth and secured by a lien in instrument recorded in Volume 12337, Page 1791 of the Real Property Records of Travis County, Texas.
12. Terms, provisions, conditions, sign easement, and access easement contained in that certain Reciprocal Easement Agreement With Covenants and Restrictions dated November 15, 1993, recorded in Volume 12063, Page 120 as amended in Volume 12259, Page 576 of the Real Property Records and under Document No. 2001174562 of the Official Public Records and as further affected by instrument recorded in Volume 12932, Page 1920 of the Real Property Records of Travis County, Texas.
13. Rights of parties in possession.
14. Encroachment of curbing into the 10 foot public utility easement along Norwood Park Boulevard R.O.W. property line as shown on survey dated July 9, 2003, prepared by John T. Bilnoski, Registered Professional Land Surveyor No. 4998 ("the Survey").
15. Encroachment of curbing into the 10 foot electric and telephone easement along the Clock Tower Drive R.O.W. property line and into the 15 foot public utility easement and the 7.5 foot public utility easement along the south and most easterly west property lines as shown on the Survey.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.2. Financial Documentation



**Montemayor Hill & Company, P.C.**  
CERTIFIED PUBLIC ACCOUNTANTS

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

CONSOLIDATED FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
AND  
INDEPENDENT AUDITOR'S REPORTS

DECEMBER 31, 2012

# GOODWILL INDUSTRIES OF CENTRAL TEXAS

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Arturo Montemayor III  
President & CEO

Pamela Hill  
Shareholder

Stacy Britton  
Shareholder

Sean Bender  
Shareholder

**Montemayor Hill & Company, P.C.**  
CERTIFIED PUBLIC ACCOUNTANTS

Board of Directors  
Goodwill Industries of Central Texas

**INDEPENDENT AUDITOR'S REPORT**

We have audited the accompanying consolidated financial statements of Goodwill Industries of Central Texas (GICT), a nonprofit organization, which comprise the consolidated statement of financial position as of December 31, 2012, and the related consolidated statements of activities and cash flows for each year then ended, and the related notes to the financial statements.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the Standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risk of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and

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reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Opinion**

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of GICT as of December 31, 2012 and changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### **Other Matters**

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements taken as a whole. The accompanying schedule of expenditures of federal awards (page 21), as required by Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financials and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the consolidated financial statements taken as a whole.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated 17 May 2013, on our consideration of GICT's internal control over financial reporting on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GICT's internal control over financial reporting and compliance.

17 May 2013  
Austin, Texas

*Montemayor Hill & Company, P.C.*

GOODWILL INDUSTRIES OF CENTRAL TEXAS  
CONSOLIDATED STATEMENT OF FINANCIAL POSITION  
DECEMBER 31, 2012  
(WITH COMPARATIVE TOTALS FOR DECEMBER 31, 2011)

|  | 2012                | Memo only<br>2011   |
|--|---------------------|---------------------|
| ASSETS   |                     |                     |
| CURRENT ASSETS   |                     |                     |
| Cash and cash equivalents                                      | \$3,969,200         | \$5,940,373         |
| Receivable, net of allowance for doubtful accounts of \$57,117 | 3,853,158           | 1,940,237           |
| Inventory  | 577,748             | 516,391             |
| Other  | <u>868,159</u>      | <u>707,811</u>      |
| Total Current Assets   | 9,268,265           | 9,104,812           |
| INVESTMENTS  | 340,696             | 207,986             |
| DEBT ISSUANCE COSTS  | 148,657             | 79,913              |
| LONG-TERM RECEIVABLES  | 310,917             | 255,230             |
| PROPERTY AND EQUIPMENT   | <u>44,500,243</u>   | <u>30,770,362</u>   |
| TOTAL ASSETS   | <u>\$54,568,778</u> | <u>\$40,418,303</u> |
| LIABILITIES AND NET ASSETS                                     |                     |                     |
| CURRENT LIABILITIES  |                     |                     |
| Accounts payable   | \$1,751,593         | \$1,285,975         |
| Accrued liabilities  | 3,597,806           | 3,386,719           |
| Current portion of long-term debt                              | <u>1,922,755</u>    | <u>708,493</u>      |
| Total Current Liabilities                                      | 7,272,154           | 5,381,187           |
| LONG-TERM LIABILITIES  |                     |                     |
| Other long-term liabilities                                    | 310,917             | 242,480             |
| Interest rate swap   | 403,173             | 1,203,238           |
| Long-term debt, net of current portion                         | <u>18,369,120</u>   | <u>10,050,074</u>   |
| Total Long-Term Liabilities                                    | <u>19,083,210</u>   | <u>11,495,792</u>   |
| TOTAL LIABILITIES  | <u>26,355,364</u>   | <u>16,876,979</u>   |
| NET ASSETS   |                     |                     |
| Unrestricted:  |                     |                     |
| Undesignated   | 27,705,441          | 23,125,495          |
| Board designated endowment funds                               | <u>340,696</u>      | <u>307,998</u>      |
|  | 28,046,137          | 23,433,493          |
| Temporarily restricted   | <u>167,277</u>      | <u>107,831</u>      |
| TOTAL NET ASSETS   | <u>28,213,414</u>   | <u>23,541,324</u>   |
| TOTAL LIABILITIES AND NET ASSETS                               | <u>\$54,568,778</u> | <u>\$40,418,303</u> |

The accompanying notes are an integral part of this financial statement presentation.

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

**CONSOLIDATED STATEMENT OF ACTIVITIES**

YEAR ENDED DECEMBER 31, 2012  
(WITH COMPARATIVE TOTAL FOR YEAR ENDED DECEMBER 31, 2011)

|  | 2012                |                           |                     | Memo only<br>2011   |
|--|---------------------|---------------------------|---------------------|---------------------|
|  | Unrestricted        | Temporarily<br>Restricted | Total               |                     |
| <b>REVENUE</b>   |                     |                           |                     |                     |
| Assisted employment – retail, net of cost of goods sold of \$5,271,944 | \$38,345,010        | \$0                       | \$38,345,010        | \$33,604,289        |
| Goodwill Temporary Services  | 8,964,618           | 0                         | 8,964,618           | 8,122,017           |
| Assisted employment – industrial                                       | 6,037,827           | 0                         | 6,037,827           | 5,439,707           |
| Contributed goods  | 4,189,792           | 0                         | 4,189,792           | 3,809,833           |
| Grants   | 4,050,585           | 0                         | 4,050,585           | 3,299,031           |
| Evaluation and training  | 569,977             | 0                         | 569,977             | 377,123             |
| Contributions  | 641,989             | 316,724                   | 958,713             | 760,494             |
| United Way   | 50,968              | 0                         | 50,968              | 103,470             |
| Environmental Business Services  | 0                   | 0                         | 0                   | 8,628               |
| Other  | 300,849             | 0                         | 300,849             | 168,777             |
| Gain (Loss) on swap transactions                                       | (378,685)           | 0                         | (378,685)           | (212,670)           |
| Satisfaction of program restrictions                                   | 257,278             | (257,278)                 | 0                   | 0                   |
| <b>Total Revenue</b>   | <b>63,030,208</b>   | <b>59,446</b>             | <b>63,089,654</b>   | <b>55,480,699</b>   |
| <b>EXPENSES</b>  |                     |                           |                     |                     |
| <b>Program:</b>  |                     |                           |                     |                     |
| Assisted employment – retail   | 29,049,685          | 0                         | 29,049,685          | 25,596,866          |
| Goodwill temporary services  | 8,506,605           | 0                         | 8,506,605           | 7,554,889           |
| Assisted employment – industrial                                       | 4,645,553           | 0                         | 4,645,553           | 4,165,389           |
| Evaluation and training  | 8,078,955           | 0                         | 8,078,955           | 6,140,782           |
| Environmental business services  | 425,655             | 0                         | 425,655             | 514,917             |
| <b>Total program</b>   | <b>50,706,453</b>   | <b>0</b>                  | <b>50,706,453</b>   | <b>43,972,843</b>   |
| Management and general   | 6,898,668           | 0                         | 6,898,668           | 6,205,780           |
| Fundraising  | 812,443             | 0                         | 812,443             | 654,707             |
| <b>Total Expenses</b>  | <b>58,417,564</b>   | <b>0</b>                  | <b>58,417,564</b>   | <b>50,833,330</b>   |
| <b>CHANGE IN NET ASSETS</b>  | <b>4,612,644</b>    | <b>59,446</b>             | <b>4,672,090</b>    | <b>4,647,369</b>    |
| <b>BEGINNING NET ASSETS</b>  | <b>23,433,493</b>   | <b>107,831</b>            | <b>23,541,324</b>   | <b>18,893,955</b>   |
| <b>ENDING NET ASSETS</b>   | <b>\$28,046,137</b> | <b>\$167,277</b>          | <b>\$28,213,414</b> | <b>\$23,541,324</b> |

The accompanying notes are an integral part of this financial statement presentation.

GOODWILL INDUSTRIES OF CENTRAL TEXAS

CONSOLIDATED STATEMENT OF CASH FLOWS

YEAR ENDED DECEMBER 31, 2012

CASH FLOWS FROM OPERATING ACTIVITIES

|   |                  |
|---|------------------|
| Change in net assets                        | \$4,672,090      |
| Depreciation and amortization               | 2,567,324        |
| Bad debt                                    | 172,881          |
| Net loss on disposal of fixed assets        | 43,505           |
| Change in fair value of interest rate swaps | (24,488)         |
| Loss on acquisition of swap                 | 403,173          |
| Unrealized gain (loss) on investment        | (32,710)         |
| (Increase) decrease in assets:              |                  |
| Receivables                                 | (2,085,802)      |
| Inventory                                   | (61,357)         |
| Other assets                                | (160,348)        |
| Long-term receivables                       | 7,901            |
| Increase (decrease) in liabilities:         |                  |
| Accounts payable and accrued expenses       | 676,705          |
| Deferred revenue                            | 4,849            |
| Net cash provided by operating activities   | <u>6,183,723</u> |

CASH FLOWS FROM INVESTING ACTIVITIES

|  |                     |
|--|---------------------|
| Purchases of fixed assets              | (16,270,240)        |
| Proceeds from the sale of fixed assets | 9,443               |
| Purchase of investments                | (100,000)           |
| Net cash used by investing activities  | <u>(16,360,797)</u> |

CASH FLOWS FROM FINANCING ACTIVITIES

|   |                  |
|---|------------------|
| Proceeds from issuance of debt            | 29,397,305       |
| Principal payment on debt                 | (21,042,747)     |
| Debt issuance costs                       | (148,657)        |
| Net cash provided by financing activities | <u>8,205,901</u> |

NET CHANGE IN CASH (1,971,173)

BEGINNING CASH AND CASH EQUIVALENTS 5,940,373

ENDING CASH AND CASH EQUIVALENTS \$3,969,200

SUPPLEMENTAL INFORMATION:

CASH PAID FOR INTEREST \$540,096

The accompanying notes are an integral part of this financial statement presentation.

# GOODWILL INDUSTRIES OF CENTRAL TEXAS

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

### NOTE 1: ORGANIZATION

Goodwill Industries of Central Texas (GICT) is a corporation organized under the Nonprofit Corporation Act of the State of Texas. These consolidated financial statements include the accounts of Goodwill and its supporting organization, Goodwill Temporary Services, Inc., dba GSG (GSG) and Blue Solutions, which is a controlled corporation.

GICT receives grants and contracts from governmental programs to conduct various training programs. GICT also operates retail stores that sell materials donated by the public, and performs work-related services through contracts with various entities in the Central Texas area.

GSG is a nonprofit corporation organized for the purpose of providing training and employment for people who are disabled or economically disadvantaged through temporary employment and contracts with various entities in the Central Texas area.

Blue Solutions is a nonprofit corporation organized for the purpose of providing employment for disabled and severely handicapped persons under and pursuant to contracts with the United States government and others.

Programs consist of:

**Assisted employment-retail** – The collection process and sale of donations. Program provides employment and training, outside placement and community service restitution.

**Goodwill temporary staffing services** – Program provides employment through temporary jobs for people with disabilities or other barriers to employment.

**Assisted employment-industrial** – Program provides employment and training for disabled or disadvantaged persons.

**Evaluation and training** – Program provides identification of work skills and aptitude, instruction in good work habits, employer relationships and methods of locating jobs, skills training and job placement.

**Environmental business services** – Program provides for diversion of electronic waste from the landfills; increasing environmental awareness within Goodwill; and providing employment and training for people with barriers to employment.

### NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### FINANCIAL STATEMENT PRESENTATION

GICT reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. GICT currently has no permanently restricted net assets.

#### Unrestricted Net Assets

Unrestricted net assets result from operating revenues, unrestricted contributions, unrestricted dividend and interest income, less expenses incurred in operations to raise contributions and for administrative functions.

# GOODWILL INDUSTRIES OF CENTRAL TEXAS

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

### NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### Temporarily Restricted Net Assets

Support that is restricted by the donor is recorded as an increase in temporarily restricted net assets. When a restriction is satisfied, temporarily restricted net assets are reclassified to unrestricted net assets.

#### BASIS OF ACCOUNTING

GICT uses the accrual basis method of accounting. Contracts and grants are recorded as revenue when the funds are considered earned. Cost reimbursement contracts are recorded as revenue when the costs are incurred and contributions are recorded as support when the funds are awarded. Deferred revenue is recognized when grant funds are received prior to incurrence of costs on cost reimbursement contracts. Expenses are recognized when incurred.

#### CONSOLIDATION

As discussed in Note 1, these financial statements are consolidated to include the activities of the subsidiary entities. All intercompany balances have been eliminated for consolidation purposes.

#### ESTIMATES

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

#### CASH EQUIVALENTS

Cash equivalents consist of short-term, highly liquid investments that are readily convertible to cash.

#### INVENTORIES

Inventories are stated at the lower of cost (first-in, first-out) or market. Inventories consist of office supplies; supplies used in performing contracts; and purchased or donated items for resale in the retail stores.

#### RECEIVABLES

GICT accounts for its accounts receivables based on contract terms. Receivables are considered past due based on contractual terms. GICT provides for uncollectible accounts receivable and pledges receivable through the allowance method of accounting. Under this method, a provision for uncollectible accounts is charged to expense and the allowance account is increased based on past collection history and management's evaluation of accounts receivable. All amounts considered uncollectible are charged against the allowance account and recoveries of previously charged off accounts are added to the account. Grants receivable are considered 100 percent collectible.

# GOODWILL INDUSTRIES OF CENTRAL TEXAS

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

### NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### INVESTMENTS

Investments in marketable securities with readily determinable fair values are reported at fair value. Investments in equity and debt securities are reported at cost if fair value is not practical to estimate. Unrealized gains and losses are included in the change in net assets.

#### DONATED MATERIALS

Donated materials received by GICT from the public are recognized as contributions at the time of receipt at estimated fair value, and are included as inventory in the accompanying consolidated statement of financial position. Costs related to bringing donated materials to a salable condition are included in expenses as incurred, and the proceeds from the sale of such materials are recognized as revenue when sold.

#### CONTRIBUTIONS

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and/or nature of any donor restrictions. Temporarily restricted contributions are reported as temporarily restricted support and are then reclassified to unrestricted net assets upon satisfaction of the restriction or expiration of the time restriction.

#### PROPERTY AND EQUIPMENT

Property and equipment acquisitions of items costing greater than \$1,000 and with more than one year useful service life are capitalized at cost, or estimated fair value for donated assets. Assets purchased to which grant funders retain title are capitalized when the cost of the individual assets purchased exceeds \$5,000 and useful service life exceeds one year. Proceeds from the sale of property and equipment are considered income to the funding source that originally purchased the asset. Depreciation is computed under the straight-line method and is based on the asset's estimated useful lives as follows:

|                          |               |
|--------------------------|---------------|
| Furniture and equipment  | 3 – 10 years  |
| Building                 | 30 – 50 years |
| Transportation equipment | 3 – 7 years   |

Leasehold improvements are amortized over the lives of the respective leases or the service lives of the improvements, whichever is shorter.

#### DERIVATIVE INSTRUMENTS

GICT recognizes all derivatives as either assets or liabilities in the statement of financial position and measures those instruments at their fair value. Changes in the fair value are reported in earnings. GICT's derivative instruments consist of interest rate swaps.



# GOODWILL INDUSTRIES OF CENTRAL TEXAS

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

### NOTE 2: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### INCOME TAXES

GICT and subsidiaries are exempt from income taxes under IRS Code Section 501(c)(3). Therefore, no provision has been made for Federal income taxes in the accompanying consolidated financial statements.

#### COLLECTIONS

Collections, acquired through purchases and contributions since GICT's inception of the Environmental Business Services Computer Museum, are not recognized as assets on the statement of financial position. Purchases of collection items are recorded as decreases in unrestricted net assets in the year in which the items are acquired or as temporarily or permanently restricted net assets if the assets used to purchase the items are restricted by donors. Contributed collection items are not reflected on the financial statements. Proceeds from de-accessions or insurance recoveries are reflected as increases in the appropriate net asset classes.

#### COMPARATIVE TOTALS

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with GICT's financial statements for the year ended December 31, 2011, from which the summarized information was derived.

### NOTE 3: RECEIVABLES

Accounts receivables at December 31, 2012, are categorized as follows:

|                                 |                    |
|---------------------------------|--------------------|
| Accounts receivable             | \$2,746,694        |
| Grants receivable               | 807,069            |
| Contributions receivable        | 119,864            |
| Other receivables               | 401,458            |
| Allowance for doubtful accounts | <u>(221,927)</u>   |
|                                 | <u>\$3,853,158</u> |

Contributions receivable at December 31, 2012, are due as follows:

|  |                  |
|--|------------------|
| Less than 1 year                                     | \$8,475          |
| 1 year to 5 years                                    | <u>116,463</u>   |
|  | 124,938          |
| Less:  |                  |
| Allowance for uncollectible contributions receivable | (4,775)          |
| Unamortized discount at .002                         | <u>(299)</u>     |
|  | <u>\$119,864</u> |

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

**NOTE 4: COMPENSATED ABSENCES**

GICT provides its employees with leave time based on the personnel policy. Unused leave time is paid to employees who are eligible for rehire upon termination based on their current rate of pay. At December 31, 2012, GICT has accrued approximately \$987,500 in leave time. This amount is included in accrued expenses in the financial statements.

**NOTE 5: INVESTMENTS**

Investments consist of mutual fund investments with Edward Jones Investments and are categorized as follows:

|                       |                  |
|-----------------------|------------------|
| Mutual Funds:         |                  |
| Equities              | \$224,562        |
| Fixed Income          | 110,131          |
| Cash and Money Market | <u>6,003</u>     |
| Total                 | <u>\$340,696</u> |

Net investment income is summarized as follows:

|                        |                 |
|------------------------|-----------------|
| Interest and dividends | <u>\$11,533</u> |
|------------------------|-----------------|

**NOTE 6: ENDOWMENTS**

GICT's endowment consists of one fund established for operations. Its endowment includes only funds designated by the Board of Directors to function as endowments. Net assets associated with endowment funds, including those funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

Endowment Net Asset Composition Type by Fund as of December 31, 2012

|                            | <u>Unrestricted</u> | <u>Temporarily<br/>Restricted</u> | <u>Permanently<br/>Restricted</u> | <u>Total</u>     |
|----------------------------|---------------------|-----------------------------------|-----------------------------------|------------------|
| Board-designated endowment | <u>\$340,696</u>    | <u>\$0</u>                        | <u>\$0</u>                        | <u>\$340,696</u> |

Changes in Endowment Net Assets for the year ended December 31, 2012

|  | <u>Unrestricted</u> | <u>Temporarily<br/>Restricted</u> | <u>Permanently<br/>Restricted</u> | <u>Total</u>     |
|--|---------------------|-----------------------------------|-----------------------------------|------------------|
| Endowment Net Assets,<br>beginning of year | \$307,998           | \$0                               | \$0                               | \$307,998        |
| Investment returns/(losses)                | <u>32,698</u>       | <u>0</u>                          | <u>0</u>                          | <u>32,698</u>    |
| Endowment net assets, end of<br>year       | <u>\$340,696</u>    | <u>\$0</u>                        | <u>\$0</u>                        | <u>\$340,696</u> |

# GOODWILL INDUSTRIES OF CENTRAL TEXAS

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

### NOTE 6: ENDOWMENTS

GICT has elected to have the endowment funds managed and held by Edward Jones & Investments. Funds are invested in accordance with GICT's investment policies and objectives. To accomplish the organization's investment objectives, based on its time horizon, risk tolerances, performance expectations, and asset class preferences, an optimal portfolio has been identified. The Investment Manager is authorized to utilize portfolios with the following strategic asset allocations:

| Asset Class          | Lower Limit | Strategic Allocation | Upper Limit |
|----------------------|-------------|----------------------|-------------|
| Equities             | 45%         | 65%                  | 75%         |
| Large Cap            | 25%         | 30%                  | 45%         |
| Small Cap            | 15%         | 20%                  | 25%         |
| International        | 10%         | 15%                  | 20%         |
| Fixed Income         | 20%         | 30%                  | 40%         |
| Cash and Equivalents | 0%          | 5%                   | 10%         |

Spending of endowment funds and earnings are to be authorized at the discretion of the Board of Directors.

### NOTE 7: LEASES

GICT is obligated under various lease agreements for space and equipment. Leases are classified as capital leases whenever the terms of the lease transfer substantially all the risks and reward of ownership to the lessee. All other leases are classified as operating leases.

Assets held under finance leases are recognized as assets of GICT at their fair value at the inception of the lease or, if lower, at the present value of the minimum lease payments. The corresponding liability to the lessor is included in the consolidated statement of financial position as a finance lease obligation. Lease payments are apportioned between finance charges and reduction of the lease obligation. Finance charges are charged directly to expense. Assets held under capital leases are included in property, plant and equipment, and depreciation and impairment losses are recognized.

In addition to the foregoing minimum rentals, one operating lease requires the payment of additional rents based upon a percentage of gross sales. Total expense for operating leases in 2012 was approximately \$4,490,000. The following is a schedule of future minimum lease payments for all leases as of December 31, 2012:

|            | Operating Leases    |
|------------|---------------------|
| 2013       | \$4,274,434         |
| 2014       | 4,336,010           |
| 2015       | 4,195,388           |
| 2016       | 3,068,423           |
| 2017       | 2,238,999           |
| Thereafter | <u>11,131,435</u>   |
|            | <u>\$29,244,689</u> |

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

**NOTE 8: PROPERTY AND EQUIPMENT**

|                       | Beginning<br>Balance<br><u>2011</u> | <u>Additions</u>    | <u>Deletions</u>  | Ending Balance<br><u>2012</u> |
|-----------------------|-------------------------------------|---------------------|-------------------|-------------------------------|
| Bldg. improvements    | \$7,675,390                         | \$3,234,870         | (\$222,904)       | \$10,687,356                  |
| Buildings             | 19,426,909                          | 8,113,037           | 0                 | 27,539,946                    |
| Furn. and equip.      | 7,766,845                           | 1,557,163           | (216,526)         | 9,107,482                     |
| Land                  | 7,262,600                           | 3,064,750           | 0                 | 10,327,350                    |
| Vehicles              | 949,558                             | 194,945             | (69,610)          | 1,074,893                     |
| GTS equipment         | 221,157                             | 112,446             | (61,021)          | 272,582                       |
| GTS vehicles          | 147,042                             | 6,645               | 0                 | 153,687                       |
| Blue Solutions Equip. | 38,474                              | 0                   | 0                 | 38,474                        |
| Accum. Depr.          | <u>(12,717,613)</u>                 | <u>(2,487,411)</u>  | <u>503,497</u>    | <u>(14,701,527)</u>           |
|                       | <u>\$30,770,362</u>                 | <u>\$13,796,445</u> | <u>(\$66,564)</u> | <u>\$44,500,243</u>           |

**NOTE 9: DEBT**

Loan payable to Compass Mortgage Corporation in scheduled monthly principal installments, plus interest at 65% of LIBOR plus .75% per annum, collateralized by land and building with a carrying value of \$20,710,564, due December 2022. \$19,047,305

Loan payable to Compass Mortgage Corporation in scheduled monthly principal installments, plus interest at LIBOR plus 1.15% per annum, collateralized by land and building with a carrying value of \$20,710,564, due September 2013. 1,178,750

Capital lease financing with Mail Finance, Inc. for the purchase of mail room equipment. Interest and repair and maintenance are expensed monthly as paid. Effective interest rate on the obligation is 5% with a 48 month term. 65,820

\$20,291,875

Current portion \$1,922,755

Long-term 18,369,120

\$20,291,875

Debt maturities:

|            |                     |
|------------|---------------------|
| 2013       | \$1,922,755         |
| 2014       | 2,094,925           |
| 2015       | 2,128,032           |
| 2016       | 2,166,789           |
| 2017       | 2,207,335           |
| Thereafter | <u>9,772,039</u>    |
|            | <u>\$20,291,875</u> |

Interest expense for the year was approximately \$526,000.

# GOODWILL INDUSTRIES OF CENTRAL TEXAS

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

### NOTE 9: DEBT

GICT's loan agreement with the Compass Mortgage Corporation includes various covenants, including:

1. Audited financial statements due within 180 days of the close of each fiscal year.
2. Quarterly financial statements within 45 days of each quarter.
3. Budget within 30 days after the start of each fiscal year.
3. Proper maintenance of properties.
4. Maintain a minimum tangible net worth of at least \$8,200,000, tested quarterly.
5. Maintain as of the end of each fiscal quarter a ratio of indebtedness to tangible net worth of not greater than 2.0 to 1.0.
6. Not becoming a party to a merger or consolidation without the written consent of the lender.
7. Maintain the primary banking relationship with Compass Bank.
7. Obtaining written consent of the lender to pledge or mortgage any of its assets.
8. Not create, incur, permit or assume any indebtedness, other than (a) indebtedness to Compass Bank, (b) indebtedness outstanding on the closing date which has been disclosed to and approved by the bank in writing and (c) indebtedness in an aggregate amount not to exceed \$1,000,000.
9. Maintain a minimum fixed charge coverage ratio of at least 1.10 to 1.00, tested quarterly. (The calculation includes cash less \$1,000,000).

### NOTE 10: DEFINED CONTRIBUTION PLAN

GICT offers a 403(b) tax deferred retirement plan. All employees are eligible to participate on their first day of employment. For employees that are 21 years of age or older, GICT will match 50% of an employee's contributions up to 6% of their salary deferral after an employee has been employed for one year and worked 1,000 hours as of January 1 or July 1. Any employee contributions made toward the retirement plan are 100% vested. Participating employees vest employer contributions at 20% per year of service, reaching 100% after five years. Pension expense for the year ended December 31, 2012 was approximately \$262,000.

### NOTE 11: INTEREST RATE SWAP

GICT uses interest rate swaps as part of its interest rate management strategy. GICT entered into no-hedge interest rate swap transactions to effectively convert variable rate loans to a fixed rate of 1.83%. The interest rate swap, which expires December 2022, is recorded on the statement of financial position at fair value. Changes in fair value of the interest rate swap are recognized in earnings. The fair value of the interest rate swap was \$403,173 on December 31, 2012 and is recorded as a liability on the Consolidated Statement of Financial Position.

### NOTE 12: COMMITMENTS

GICT has a deferred compensation agreement with an employee subject to IRS Code 457(f). Under the terms of the agreement GICT will contribute \$30,000 annually to the account maintained for the benefit of the employee less any amounts contributed annually to the 457(b) Eligible Deferred Compensation Plan. The employee does not have a vested interest or entitlement to the account until the earliest of the following events:

- a. April 4, 2013
- b. termination due to physical or mental disability
- c. death

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

**NOTE 12: COMMITMENTS**

GICT also has a 457 (b) Eligible Deferred Compensation Plan (Plan). Annual contributions are made by GICT in accordance with the Plan. Ownership of the assets remains the sole property of GICT until such time as employee is eligible and withdraws the funds. GICT at any time may terminate the agreement and cease contributions to the plan.

Both the 457(f) and 457(b) are subject to the claims of general creditors.

The value of this deferred compensation agreement and Plan are included in Long-term Receivables and Accrued Liabilities for \$310,917.

**NOTE 13: FAIR VALUE DISCLOSURES**

|                             | <u>Carrying<br/>Amount</u> | <u>Estimated<br/>Fair Value</u> | Quoted<br>Prices in<br>Active<br>Markets for<br>Identical<br>Assets<br>(Level 1) | Significant<br>Other<br>Observable<br>Inputs<br>(Level 2) |
|-----------------------------|----------------------------|---------------------------------|--|---|
| Investments                 | \$340,696                  | \$340,696                       | \$340,696  |   |
| Long-term receivables       | \$310,917                  | \$310,917                       |  | \$310,917   |
| Long-term debt              | \$18,369,120               | \$18,369,120                    |  | \$18,369,120  |
| Other long-term liabilities | \$310,917                  | \$310,917                       |  | \$310,917   |
| Interest rate swap          | \$403,173                  | \$403,173                       |  | \$403,173   |
| Contributed goods           |                            | \$4,189,792                     |  | \$4,189,792   |

The following methods and assumptions were used to estimate the fair value of each class of financial instruments:

Long-term receivables – The carrying amount is a reasonable estimate of fair value.

Long-term debt – Based on the borrowing rates currently available to GICT for bank loans with similar terms and maturities.

Other long-term liabilities – Based on the fair value of related assets from a 457(b) and 457(f) deferred compensation plans.

Interest rate swaps – The carrying value is the fair value as determined by Compass Bank.

Contributed goods – Based on the fair value of similar inventory items.

# GOODWILL INDUSTRIES OF CENTRAL TEXAS

## NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

### NOTE 14: TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets consist of:

|   |                  |
|---|------------------|
| Restricted for Youth Programs                   | \$62,190         |
| Restricted for Future Building                  | 9,000            |
| Restricted for Evaluation and Training Programs | 76,636           |
| Restricted for Community Education              | <u>19,451</u>    |
| Total Temporarily Restricted Net Assets         | <u>\$167,277</u> |

### NOTE 15: COLLECTIONS

The Environmental Business Services Computer Museum collection is made up of computers and computer related equipment of historical significance acquired through donation. The collection is held for educational, research and curatorial purposes. Each item is cataloged, preserved, cared for, and activities verifying their existence and assessment of their condition and historical significance are continually performed.

### NOTE 16: CONCENTRATIONS

Amounts held in financial institutions occasionally are in excess of the Federal Deposit Insurance Corporation and Securities Investor Protection Corporation limits. GICT deposits its cash with high quality financial institutions, and management believes GICT is not exposed to significant credit risk on those amounts.

Approximately 48% of receivables are due from various agencies of the State of Texas. Approximately 56% of revenue from assisted employment industrial for 2012 was from various agencies of the State of Texas, and 42% was from the Federal government.

### NOTE 17: SUBSEQUENT EVENTS

GICT has evaluated subsequent events as of May 17, 2013, the date the financial statements were available to be issued.

Subsequent to year end GICT has entered into the following:

- GICT has submitted an application to the Texas Education Agency for an open enrollment charter to operate a high school geared toward young adult dropouts. Goodwill has committed an initial startup investment of \$1,100,000 should this charter be granted.
- GICT has partnered with Foundation Communities on a grant application to construct a new South Lamar Goodwill store with an affordable housing 120-unit apartment building on GICT owned property. GICT's commitment is \$1,000,000 for additional land which should be reimbursed by grant project funds.
- GICT has entered into a ten year lease agreement for retail store space in Austin, Texas on Pleasant Valley Rd. Total future commitments are approximately \$1,500,000.

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS**

**NOTE 18: ADVERTISING COSTS**

Advertising costs are expensed as incurred. Advertising costs for the year ended December 31, 2012 were approximately \$1,192,000.





Arturo Montemayor III  
President & CEO

Pamela Hill  
Shareholder

Stacy Britton  
Shareholder

Sean Bender  
Shareholder

**Montemayor Hill & Company, P.C.**  
CERTIFIED PUBLIC ACCOUNTANTS

Board of Directors  
Goodwill Industries of Central Texas

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF  
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT  
AUDITING STANDARDS*

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of Goodwill Industries of Central Texas (GICT) which comprise the consolidated statement of financial position as of December 31, 2012, and the related consolidated statements of activities, and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated 17 May 2013.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the consolidated financial statements, we considered GICT's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of GICT's internal control. Accordingly, we do not express an opinion of the effectiveness of GICT's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify



any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether GICT's consolidated financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of consolidated financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Montemayor Hill + Company, P.C.

17 May 2013  
Austin, Texas



Arturo Montemayor III  
President & CEO

Pamela Hill  
Shareholder

Stacy Britton  
Shareholder

Sean Bender  
Shareholder

**Montemayor Hill & Company, P.C.**  
CERTIFIED PUBLIC ACCOUNTANTS

Board of Directors  
Goodwill Industries of Central Texas

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM  
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

**Report on Compliance for Each Major Federal Program**

We have audited Goodwill Industries of Central Texas' (GICT) compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of GICT's major federal programs for the year ended December 31, 2012. GICT's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of GICT's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about GICT's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of GICT's compliance.

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AUSTIN, TEXAS 78704  
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FAX: 512.442.0817  
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## Opinion on Each Major Federal Program

In our opinion, GICT complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended December 31, 2012.

## Report on Internal Control Over Compliance

Management of GICT is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered GICT's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of GICT's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of the testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

*Montemayor Hill + Company, P.C.*

17 May 2013  
Austin, Texas

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**

YEAR ENDED DECEMBER 31, 2012

| <u>Federal Grantor/Pass-through Grantor/Program Title</u>                                       | <u>Federal CFDA#</u> | <u>Pass-through Entity<br/>Identifying Number</u> | <u>Expenditures</u> |
|---|----------------------|---|---------------------|
| U.S. Department of Labor:   |                      |   |                     |
| Texas Workforce Commission  |                      |   |                     |
| Capital Area Workforce Development Board  |                      |   |                     |
| WIA Title I Youth *   | 17.259               | WIAY14211   | \$ 420,670          |
| WIA Title I Youth *   | 17.259               | WIAY14211   | <u>1,197,201</u>    |
|   |                      |   | 1,617,871           |
| Goodwill Industries International   |                      |   |                     |
| Pathways Out of Poverty G3  | 17.275               | GJ-19920-10-60A-24                                | 60,592              |
| Total for U.S. Department of Labor  |                      |   | <u>1,678,463</u>    |
| U.S. Department of Health and Human Services:   |                      |   |                     |
| The Office of Family Assistance   |                      |   |                     |
| Responsible Fatherhood  | 93.086               | 90FK0005/02                                       | 110,647             |
| Responsible Fatherhood  | 93.086               | 90FK0005/01                                       | <u>444,405</u>      |
| Total for U.S. Department of Health &<br>Human Services   |                      |   | <u>555,052</u>      |
| U.S. Department of Justice  |                      |   |                     |
| Transitional Housing and Supporting Services for<br>Low-Income Domestic/Sexual Violence Victims |                      |   |                     |
| Second Chance   | ARRA 16.805          | 2009-EH-S6-0023                                   | 28,365              |
| Second Chance   | 16.812               | 2011-CY-BX-0022                                   | <u>154,408</u>      |
| Total U.S. Department of Justice  |                      |   | <u>182,773</u>      |
| U.S. Department of Education  |                      |   |                     |
| Department of Assistive and Rehabilitative Services   |                      |   |                     |
| Hands on Hospitality  | 84.390               | 538-10-7777-<br>000000000208                      | <u>22,242</u>       |
| Total U.S. Department of Education  |                      |   | <u>22,242</u>       |
| U.S. Department of Housing & Urban Development:   |                      |   |                     |
| Housing Authority of the City of Austin   |                      |   |                     |
| CDBG/Entitlement Grant  | 14.218               | HACA-09P-0152                                     | 84,429              |
| CDBG/Entitlement Grant  | 14.218               | HACA-09P-0152                                     | <u>16,886</u>       |
| Total U.S. Department of Housing & Urban<br>Development   |                      |   | <u>101,315</u>      |
|   |                      |   | \$ <u>2,539,845</u> |

\* Includes \$93,230 in funds passed-through to other entities.

NOTE: See Note 2 to the consolidated financial statements for a summary of significant accounting policies.

See independent auditor's report.

**GOODWILL INDUSTRIES OF CENTRAL TEXAS**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**

DECEMBER 31, 2012

**A. SUMMARY OF AUDITORS' RESULTS**

**FINANCIAL STATEMENTS**

|  |            |
|--|------------|
| Type of auditor's report issued:   | Unmodified |
| Internal control over financial reporting:<br>Material weakness(es) identified?    | No         |
| Significant deficiencies identified that are not considered material weakness(es)? | None Noted |
| Noncompliance material to financial statements notes?                              | None       |

**FEDERAL AWARDS**

|   |                              |
|---|------------------------------|
| Internal controls over major programs:<br>Material weakness(es) identified?   | No                           |
| Significant deficiencies identified that are not considered material Weakness(es)?                                  | None Noted                   |
| Type of auditor's report issued on compliance with major programs:  | Unmodified                   |
| Any audit findings disclosed that are required to be reported in accordance with section 510 (a) of Circular A-133? | No                           |
| Major program:  | CFDA #17.259<br>CFDA #93.806 |
| Dollar threshold used to distinguish between Type A and Type programs:  | \$300,000                    |
| Auditee qualified as a low-risk auditee?  | Yes                          |

**B. FINANCIAL STATEMENT FINDINGS**

Current year - none  
Prior year - none

**C. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

None noted.

See independent auditor's report.

## 2012 Reconciliation of Audit report and 990's

### Per 990s

|                         | CY Net    | Accumulated |
|-------------------------|-----------|-------------|
| Goodwill Industries     | 2,710,460 | 14,746,750  |
| Goodwill Temporary      | 1,464,740 | 11,539,616  |
| Blue Solutions          | 496,892   | 1,927,049   |
| Total                   | 4,672,092 | 28,213,415  |
| <b>Per Audit Report</b> | 4,672,090 | 28,213,414  |
| Difference              | 2         | 1           |

**Internal Revenue Service - Form 990**

107 pages have been withheld

**PLEASE NOTE: Internal Revenue Service (IRS) Form 990 documents have been removed from the responsive material. These documents have been withheld under Sections 6103 and 6104 of U.S. Code Title 26. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at [PIR@tea.state.tx.us](mailto:PIR@tea.state.tx.us).**



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Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.3. Financial Plan

## The Excel Center

### New Applicaton Budget(s) & Cash Flow(s) Template

|                           |  |
|---------------------------|--|
| Lead Applicant Name:      | Traci Berry  |
| Contact Email:            | <a href="mailto:traci.berry@goodwillcentraltexas.org">traci.berry@goodwillcentraltexas.org</a> |
| Contact Phone:            | (512) 748-1049   |
| Year One Fiscal Year End: | 2016   |
| School Days:              | 180  |

|    | A | B   | C                                      | D                            | E     |
|----|---|---|--|------------------------------|-------|
| 1  |   | <b>The Excel Center</b>   |  |                              |       |
| 3  |   | <b>Estimate of State Aid Entitlement Input</b>  | <b>3/26/2014 2:10</b>                  |                              |       |
| 4  |   |   | <b>Total - Per Grades - First Year</b> |                              |       |
| 5  |   | Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child) | -                                      |                              |       |
| 6  |   | Kindergarten  | -                                      |                              |       |
| 7  |   | 1st Grade   | -                                      |                              |       |
| 8  |   | 2nd Grade   | -                                      |                              |       |
| 9  |   | 3rd Grade   | -                                      |                              |       |
| 10 |   | 4th Grade   | -                                      |                              |       |
| 11 |   | 5th Grade   | -                                      |                              |       |
| 12 |   | 6th Grade   | -                                      |                              |       |
| 13 |   | 7th Grade   | -                                      |                              |       |
| 14 |   | 8th Grade   | -                                      |                              |       |
| 15 |   | 9th Grade   | 87.00                                  |                              |       |
| 16 |   | 10th Grade  | 87.00                                  |                              |       |
| 17 |   | 11th Grade  | 88.00                                  |                              |       |
| 18 |   | 12th Grade  | 88.00                                  |                              |       |
| 19 |   |   | <b>Total - All Grades</b>              |                              |       |
| 20 |   | Total Number of Students Enrolled   | 350.0                                  |                              |       |
| 21 |   | Total Number of High School Students Enrolled   | 350.00                                 |                              |       |
| 22 |   | Percentage Rate of Attendance   | 80%                                    |                              |       |
| 24 |   | <b>Special Education Data:</b>  |  | <b>Extended Year Service</b> |       |
| 25 |   | Number Enrolled in Homebound  | -                                      | -                            |       |
| 26 |   | Number Enrolled in Hospital Class   | -                                      | -                            |       |
| 27 |   | Number Enrolled in Speech Therapy   | -                                      | -                            |       |
| 28 |   | Number Enrolled in Resource Room  | -                                      | -                            |       |
| 29 |   | Number Enrolled in Self-Contained Mild/Mod/Sev  | -                                      | -                            |       |
| 30 |   | Number Enrolled in Full-Time Early Childhood  | -                                      | -                            |       |
| 31 |   | Number Enrolled in Off-Home Campus  | -                                      | -                            |       |
| 32 |   | Number Enrolled in VAC  | -                                      | -                            |       |
| 33 |   | Number Enrolled from State Schools  | -                                      | -                            |       |
| 34 |   | Number Enrolled in Residential Care & Treatment   | -                                      | -                            |       |
| 35 |   | Number Enrolled in Mainstream   | 35.00                                  |                              | 35.00 |
| 36 |   | <b>Career and Technology (C&amp;T) Data:</b>  |  | <b>Advanced C&amp;T FTE</b>  |       |
| 37 |   | Number Enrolled in One-hour Class   | 245.00                                 | -                            |       |
| 38 |   | Number Enrolled in Two-hour Class   | -                                      | -                            |       |
| 39 |   | Number Enrolled in Three-hour Class   | -                                      | -                            |       |
| 40 |   | Number Enrolled in Four-hour Class  | -                                      | -                            |       |
| 41 |   | Number Enrolled in Five-hour Class  | -                                      | -                            |       |
| 42 |   | Number Enrolled in Six-hour Class   | -                                      | -                            |       |
| 43 |   | Gifted and Talented Enrolled  | -                                      |                              |       |
| 44 |   | Number of Pregnancy Related Students Enrolled   | -                                      |                              |       |
| 45 |   | Number Enrolled in Bilingual/ESL  | 70.00                                  |                              |       |
| 46 |   | <b>Special Education Error Check</b>  |  |                              |       |
| 47 |   | <b>Career and Technology Error Check</b>  |  |                              |       |
| 48 |   | Available School Fund ADA   | 280.00                                 |                              |       |
| 49 |   | Compensatory Education Enrollment   | -                                      |                              |       |
| 50 |   | Regular Program Transportation Allotment  | -                                      |                              |       |
| 51 |   | Special Education Program Transportation Allotment  | -                                      |                              |       |
| 52 |   | Career and Technology Program Transportation Allotment  | -                                      |                              |       |
| 53 |   | <b>Transportation Total</b>   | <b>\$</b>                              | <b>-</b>                     |       |

## The Excel Center ENROLLMENT and STUDENT POPULATION

| ENROLLMENT FISCAL YEAR END  | Data for following fiscal years must be based on reasonable estimates and projections. |               |               |               |               |
|---|--|---------------|---------------|---------------|---------------|
|   | 2016   | 2017          | 2018          | 2019          | 2020          |
| Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child) | -  | -             | -             | -             | -             |
| Kindergarten  | -  | -             | -             | -             | -             |
| 1st Grade   | -  | -             | -             | -             | -             |
| 2nd Grade   | -  | -             | -             | -             | -             |
| 3rd Grade   | -  | -             | -             | -             | -             |
| 4th Grade   | -  | -             | -             | -             | -             |
| 5th Grade   | -  | -             | -             | -             | -             |
| 6th Grade   | -  | -             | -             | -             | -             |
| 7th Grade   | -  | -             | -             | -             | -             |
| 8th Grade   | -  | -             | -             | -             | -             |
| 9th Grade   | 87.00  | 100.00        | 112.00        | 125.00        | 150.00        |
| 10th Grade  | 87.00  | 100.00        | 112.00        | 125.00        | 150.00        |
| 11th Grade  | 88.00  | 100.00        | 113.00        | 125.00        | 150.00        |
| 12th Grade  | 88.00  | 100.00        | 113.00        | 125.00        | 150.00        |
| <b>Total Number of High School Students Enrolled</b>  | <b>350.00</b>  | <b>400.00</b> | <b>450.00</b> | <b>500.00</b> | <b>600.00</b> |
| <b>Total Number of All Students Enrolled (Average Membership)</b>                                       | <b>350.00</b>  | <b>400.00</b> | <b>450.00</b> | <b>500.00</b> | <b>600.00</b> |
| <b>Average Daily Attendance (ADA)</b>   | <b>280.00</b>  | <b>320.00</b> | <b>360.00</b> | <b>400.00</b> | <b>480.00</b> |
| <b>Average Daily Attendance %</b>   | <b>80%</b>   | <b>80%</b>    | <b>80%</b>    | <b>80%</b>    | <b>80%</b>    |
| <b>Percent change YOY</b>   |  | <b>14%</b>    | <b>13%</b>    | <b>11%</b>    | <b>20%</b>    |

| STUDENT POPULATION                              | Data for following fiscal years must be based on reasonable estimates and projections. |                       |            |                       |            |                       |            |                       |            |                       |
|---|--|-----------------------|------------|-----------------------|------------|-----------------------|------------|-----------------------|------------|-----------------------|
|   | 2016   | EYS 2016              | 2017       | EYS 2017              | 2018       | EYS 2018              | 2019       | EYS 2019              | 2020       | EYS 2020              |
| <b>Special Education Data:</b>                  |  |                       |            |                       |            |                       |            |                       |            |                       |
| Number Enrolled in Homebound                    | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Hospital Class               | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Speech Therapy               | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Resource Room                | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Self-Contained Mild/Mod/Sev  | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Full-Time Early Childhood    | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Off-Home Campus              | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in VAC                          | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled from State Schools              | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Residential Care & Treatment | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Mainstream                   | 35.00  | 35.00                 | 40.00      | 40.00                 | 45.00      | 45.00                 | 50.00      | 50.00                 | 60.00      | 60.00                 |
| Special Education Student Count (SPED)          | 35.00  | 35.00                 | 40.00      | 40.00                 | 45.00      | 45.00                 | 50.00      | 50.00                 | 60.00      | 60.00                 |
| Special Education Student Count %               | 10.00%   | 10.00%                | 10.00%     | 10.00%                | 10.00%     | 10.00%                | 10.00%     | 10.00%                | 10.00%     | 10.00%                |
| <b>Percent change YOY</b>                       |  |                       | <b>14%</b> | <b>14%</b>            | <b>13%</b> | <b>13%</b>            | <b>11%</b> | <b>11%</b>            | <b>20%</b> | <b>20%</b>            |
| <b>Career and Technology (C&amp;T) Data:</b>    | 2016   | Advanced C&T FTE 2016 | 2017       | Advanced C&T FTE 2017 | 2018       | Advanced C&T FTE 2018 | 2019       | Advanced C&T FTE 2019 | 2020       | Advanced C&T FTE 2020 |
| Number Enrolled in One-hour Class               | 245.00   | -                     | 280.00     | -                     | 315.00     | -                     | 350.00     | -                     | 420.00     | -                     |
| Number Enrolled in Two-hour Class               | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Three-hour Class             | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Four-hour Class              | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Five-hour Class              | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Six-hour Class               | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Number Enrolled in Six-hour Class               | -  | -                     | -          | -                     | -          | -                     | -          | -                     | -          | -                     |
| Career & Technology Students Enrolled           | 245.00   | -                     | 280.00     | -                     | 315.00     | -                     | 350.00     | -                     | 420.00     | -                     |
| % of Career & Technology Students               | 70.00%   | -                     | 70.00%     | -                     | 70.00%     | -                     | 70.00%     | -                     | 70.00%     | -                     |
| <b>Percent change YOY</b>                       |  |                       | <b>14%</b> | <b>0%</b>             | <b>13%</b> | <b>0%</b>             | <b>11%</b> | <b>0%</b>             | <b>20%</b> | <b>0%</b>             |

|  | Data for following fiscal years must be based on reasonable estimates and projections. |        |        |        |        |
|--|--|--------|--------|--------|--------|
|  | 2016   | 2017   | 2018   | 2019   | 2020   |
| Number Gifted and Talented Students Enrolled | -  | -      | -      | -      | -      |
| % of Gifted and Talented Students Enrolled   | -  | -      | -      | -      | -      |
| Number of Pregnancy Related Students         | -  | -      | -      | -      | -      |
| % of Pregnancy Related Students Enrolled     | -  | -      | -      | -      | -      |
| Number of Students Enrolled in Bilingual/ESL | 70.00  | 80.00  | 90.00  | 100.00 | 120.00 |
| % of Students Enrolled in Bilingual/ESL      | 20.00%   | 20.00% | 20.00% | 20.00% | 20.00% |
| Special Education Error Check                | -  | -      | -      | -      | -      |
| Career and Technology Error Check            | -  | -      | -      | -      | -      |
| Available School Fund ADA                    | 280.00   | 320.00 | 360.00 | 400.00 | 480.00 |
| Comensatory Education Enrollment             | -  | -      | -      | -      | -      |

| Transportation   | 2016 | 2017      | 2018      | 2019      | 2020      |
|--|------|-----------|-----------|-----------|-----------|
| Regular Program Transportation Allotment               | \$ - | \$ -      | \$ -      | \$ -      | \$ -      |
| Special Education Program Transportation Allotment     | \$ - | \$ -      | \$ -      | \$ -      | \$ -      |
| Career and Technology Program Transportation Allotment | \$ - | \$ -      | \$ -      | \$ -      | \$ -      |
| Transportation Total                                   | \$ - | \$ -      | \$ -      | \$ -      | \$ -      |
| <b>Percent change YOY</b>                              |      | <b>0%</b> | <b>0%</b> | <b>0%</b> | <b>0%</b> |



|    |  |    |           |
|----|--|----|-----------|
| 1  | 2009-2010 HB1 Revenue Per WADA *0.9263   | \$ | 4,604.638 |
| 2  | 2009-2010 State Average HB1 Revenue Per WADA*0.9263                                  | \$ | 4,604.637 |
| 3  | 2013-2014 WADA   |    | 408.751   |
| 4  | 2013-2014 Base Target Revenue (Greater of Line 1 x Line 3 or Line 2 x Line 3)        | \$ | 1,882,150 |
| 5  | 2013-2014 HB3646 Minimum Increase (Line 3 x \$120*0.9263)                            | \$ | 45,435    |
| 6  | 2013-2014 Minimum Revenue (Line 4 + Line 5)  | \$ | 1,927,585 |
| 7  | Transportation Adjustment  | \$ | -         |
| 8  | 2013-2014 New Instructional Facility Allotment                                       | \$ | -         |
| 9  | 2008-2009 Educator Salary Increase (\$23.63 x 2008-2009 WADA*0.9263)                 | \$ | -         |
| 10 | 2013-2014 Adjusted Minimum Revenue (Line 6 + Line 7 + Line 8 + Line 9)               | \$ | 1,927,585 |
| 11 | 2013-2014 Tier I State Aid   | \$ | 2,095,237 |
| 12 | Additional State Aid For Tax Reduction (If Line 11 < Line 10 Then Line 10 - Line 11) | \$ | -         |
| 13 | 2013-2014 Revenue @ Compressed Tax Rate/RACR (Line 11 + Line 12)                     | \$ | 2,095,237 |
| 14 | 2013-2014 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (Line 13/Line 3)        | \$ | 5,126     |

3/26/2014 2:10





The Excel Center

REVENUE AND EXPENSE ASSUMPTIONS

2016 2017 2018 2019 2020 NOTES

| REVENUE                      |              |
|------------------------------|--------------|
| TOTAL STATE REVENUES         | 2,287,687.32 |
| TOTAL FEDERAL REVENUES       | -            |
| TOTAL LOCAL & OTHER REVENUES | 64,131       |
| TOTAL REVENUE                | 2,351,818.32 |

| Enter the % increase below for which the amount entered in column F should increase each year. Consider using the % changes in Enrollment Tab |        |          |          |         |  |
|---|--------|----------|----------|---------|--|
| 0.00%   | 14.00% | 13.00%   | 11.00%   | 20.00%  |  |
| 0.00%   | 0.00%  | 0.00%    | 0.00%    | 0.00%   |  |
| 0.00%   | 99.00% | 4500.00% | 1365.00% | -82.00% |  |

**EXPENSES**

**PAYROLL TAXES AND BENEFITS**

|   |  |
|---|--|
| Social Security                         |  |
| Medicare                                |  |
| State Unemployment                      |  |
| Worker's Compensation Insurance         |  |
| Custom Other Tax #1                     |  |
| Custom Other Tax #2                     |  |
| Health Insurance                        |  |
| Dental Insurance                        |  |
| Vision Insurance                        |  |
| Life Insurance                          |  |
| Retirement Contribution                 |  |
| Other Various Employee Benefits         |  |
| Custom Fringe #2                        |  |
| <b>TOTAL PAYROLL TAXES AND BENEFITS</b> |  |

| For each line item in the Payroll, Taxes & Benefits sect on enter the % of Total Payroll that line item should represent |        |        |        |        |
|--|--------|--------|--------|--------|
| 6.20%  | 6.20%  | 6.20%  | 6.20%  | 6.20%  |
| 1.45%  | 1.45%  | 1.45%  | 1.45%  | 1.45%  |
| 0.51%  | 0.51%  | 0.51%  | 0.51%  | 0.51%  |
| 0.02%  | 0.02%  | 0.02%  | 0.02%  | 0.02%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 12.23%   | 12.23% | 12.23% | 12.23% | 12.23% |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 2.02%  | 2.02%  | 2.02%  | 2.02%  | 2.02%  |
| 0.50%  | 0.50%  | 0.50%  | 0.50%  | 0.50%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES**

**CONTRACTED SERVICES**

|   |        |
|---|--------|
| Accounting / Audit  | 13,000 |
| Legal   | 2,500  |
| Management Company Fee  |        |
| Nurse Services  |        |
| Food Service / School Lunch                                   |        |
| Payroll Services  |        |
| Special Ed Services   |        |
| Titlement Services (i.e., Title I)                            |        |
| JR3 Websmart Business & Student Software & Backoffice Support | 91,507 |
| Custom Contracted Services #2                                 |        |
| Custom Contracted Services #3                                 |        |
| <b>TOTAL CONTRACTED SERVICES</b>                              |        |

| Enter the % increase below for which the amount entered in column F should increase each year. |        |        |        |        |
|--|--------|--------|--------|--------|
| 0.00%  | 3.00%  | 3.00%  | 3.00%  | 3.00%  |
| 0.00%  | 1.00%  | 1.00%  | 1.00%  | 1.00%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 0.00%  | 14.00% | 13.00% | 11.00% | 20.00% |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |
| 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  |

cost is calculated at 4% of state revenues

**SCHOOL OPERATIONS**

|  |         |       |         |        |         |         |
|--|---------|-------|---------|--------|---------|---------|
| Board Expenses                                   | 2,500   | 0.00% | 1.00%   | 1.00%  | 1.00%   | 1.00%   |
| Classroom / Teaching Supplies & Materials        | 7,000   | 0.00% | 14.00%  | 13.00% | 11.00%  | 20.00%  |
| Special Ed Supplies & Materials                  | 700     | 0.00% | 14.00%  | 13.00% | 11.00%  | 20.00%  |
| Textbooks / Workbooks                            | 7,000   | 0.00% | 14.00%  | 13.00% | 11.00%  | 20.00%  |
| Supplies & Materials other                       | 140,000 | 0.00% | 51.54%  | 12.65% | 11.00%  | 20.00%  |
| Equipment / Furniture                            | 1,500   | 0.00% | 0.00%   | 0.00%  | 0.00%   | 0.00%   |
| Telephone  | 3,600   | 0.00% | 0.00%   | 0.00%  | 0.00%   | 0.00%   |
| Technology                                       | 7,200   | 0.00% | 282.00% | 9.70%  | 342.60% | -56.70% |
| Student Testing & Assessment                     | 17,500  | 0.00% | 14.00%  | 13.00% | 11.00%  | 20.00%  |
| Field Trips                                      | -       | 0.00% | 0.00%   | 0.00%  | 0.00%   | 0.00%   |
| Transportation (student)                         | 134,400 | 0.00% | 14.00%  | 13.00% | 11.00%  | 20.00%  |
| Student Services - other                         | -       | 0.00% | 0.00%   | 0.00%  | 0.00%   | 0.00%   |
| Office Expense                                   | 13,300  | 0.00% | 0.50%   | 0.50%  | 0.50%   | 0.50%   |
| Staff Development                                | 122,000 | 0.00% | 3.28%   | 6.35%  | 11.94%  | 8.00%   |
| Staff Recruitment                                | 800     | 0.00% | 0.00%   | 25.00% | 40.00%  | 0.00%   |
| Student Recruitment / Marketing                  | -       | 0.00% | 0.00%   | 0.00%  | 0.00%   | 0.00%   |
| School Meals / Lunch                             | -       | 0.00% | 0.00%   | 0.00%  | 0.00%   | 0.00%   |
| Travel (Staff)                                   | 36,380  | 0.00% | 1.64%   | 9.68%  | 13.24%  | 5.19%   |
| Fundraising                                      | -       | 0.00% | 0.00%   | 0.00%  | 0.00%   | 0.00%   |
| Background checks and fingerprinting             | 7,625   | 0.00% | 1.64%   | 9.68%  | 13.24%  | 5.19%   |
| Bank Charges                                     | 3,600   | 0.00% | 0.00%   | 0.00%  | 0.00%   | 0.00%   |
| Student career / certificate training assistance | 10,000  | 0.00% | 300.00% | 0.00%  | 0.00%   | 0.00%   |

**TOTAL SCHOOL OPERATIONS**

**FACILITY OPERATION & MAINTENANCE**

|                                 |        |       |       |       |       |       |
|---------------------------------|--------|-------|-------|-------|-------|-------|
| Insurance                       | 20,000 | 0.00% | 1.00% | 1.00% | 1.00% | 1.00% |
| Janitorial Services             | 34,800 | 0.00% | 0.50% | 0.50% | 0.50% | 0.50% |
| Building and Land Rent / Lease  | -      | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Repairs & Maintenance           | 2,000  | 0.00% | 0.50% | 0.50% | 0.50% | 0.50% |
| Security Services               | 81,750 | 0.00% | 0.50% | 0.50% | 0.50% | 0.50% |
| Utilities                       | 37,836 | 0.00% | 1.00% | 1.00% | 1.00% | 1.00% |
| Custom Facilities Operations #1 | -      | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Custom Facilities Operations #2 | -      | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |
| Custom Facilities Operations #3 | -      | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% |

**TOTAL FACILITY OPERATION & MAINTENANCE**

|                              |  |       |        |        |        |        |
|------------------------------|--|-------|--------|--------|--------|--------|
| <b>RESERVES / CONTIGENCY</b> |  | 0.00% | 14.29% | 12.50% | 11.13% | 20.00% |
|------------------------------|--|-------|--------|--------|--------|--------|

**TOTAL EXPENSES**

**NET OPERATING INCOME (before Depreciation)**

|  |        |       |       |        |        |        |
|--|--------|-------|-------|--------|--------|--------|
| <b>DEPRECIATION &amp; AMORTIZATION</b> | 46,173 | 0.00% | 0.94% | -8.95% | 19.73% | 12.42% |
|--|--------|-------|-------|--------|--------|--------|

**NET OPERATING INCOME (including Depreciation)**

testing materials  
supplemental reading materials

estimate for internet  
Internet, computers, and related see narrative

Student Recruitment costs funded by GICT

Marketing & Fundraising costs funded by GICT

cleaning and paper supplies

**The Excel Center**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

| <b>SUMMARY</b>                             |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|
| Total Revenue                              | 2,351,818 | 2,608,605 | 2,976,499 | 3,703,347 | 4,003,195 |
| Total Expenses                             | 2,305,514 | 2,557,082 | 2,931,427 | 3,648,579 | 3,944,778 |
| Net Operating Income (before Depreciation) | 46,305    | 51,523    | 45,072    | 54,768    | 58,416    |
| Revenue Per Pupil                          | 6,719     | 6,522     | 6,614     | 7,407     | 6,672     |
| Expenses Per Pupil                         | 6,587     | 6,393     | 6,514     | 7,297     | 6,575     |
|  | YEAR 1    | YEAR 2    | YEAR 3    | YEAR 4    | YEAR 5    |
|  | 2016      | 2017      | 2018      | 2019      | 2020      |

Description of Assumptions and Variances

| <b>REVENUE</b>               |              |              |              |              |              |
|------------------------------|--------------|--------------|--------------|--------------|--------------|
| TOTAL STATE REVENUES         | \$ 2,287,687 | \$ 2,607,964 | \$ 2,946,999 | \$ 3,271,168 | \$ 3,925,402 |
| TOTAL FEDERAL REVENUES       | \$ -         | \$ -         | \$ -         | \$ -         | \$ -         |
| TOTAL LOCAL & OTHER REVENUES | \$ 64,131    | \$ 641       | \$ 29,500    | \$ 432,179   | \$ 77,792    |
| TOTAL REVENUE                | \$ 2,351,818 | \$ 2,608,605 | \$ 2,976,499 | \$ 3,703,347 | \$ 4,003,195 |

**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**

|   |                   |                   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| Executive Management                              | 95,000            | 96,900            | 98,838            | 100,815           | 102,831           |
| Instructional Management                          |                   |                   |                   |                   |                   |
| Deans, Directors & Coordinators                   | 200,000           | 204,000           | 260,100           | 265,302           | 270,606           |
| CFD / Director of Finance                         |                   |                   |                   |                   |                   |
| Operation / Business Manager                      |                   |                   |                   |                   |                   |
| Administrative Staff                              | 67,120            | 68,462            | 124,831           | 156,230           | 161,395           |
| Other - Administrative                            |                   |                   |                   |                   |                   |
| <b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b> | <b>\$ 362,120</b> | <b>\$ 369,362</b> | <b>\$ 483,769</b> | <b>\$ 524,347</b> | <b>\$ 534,834</b> |

**INSTRUCTIONAL PERSONNEL COSTS**

|  |                   |                   |                   |                   |                   |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| Teachers - Regular                         | 315,000           | 367,200           | 421,362           | 477,544           | 584,513           |
| Teachers - SPED                            | 45,000            | 45,900            | 46,818            | 95,509            | 97,419            |
| Substitute Teachers                        |                   |                   |                   |                   |                   |
| Teaching Assistants                        |                   |                   |                   |                   |                   |
| Specialty Teachers                         | 135,000           | 137,700           | 140,454           | 238,772           | 243,547           |
| Aides                                      |                   |                   |                   |                   |                   |
| Therapists & Counselors                    |                   |                   |                   |                   |                   |
| Other - Instructional                      |                   |                   |                   |                   |                   |
| <b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b> | <b>\$ 495,000</b> | <b>\$ 550,800</b> | <b>\$ 608,634</b> | <b>\$ 811,824</b> | <b>\$ 925,479</b> |

**NON-INSTRUCTIONAL PERSONNEL COSTS**

|  |                   |                   |                   |                   |                   |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| Nurse  |                   |                   |                   |                   |                   |
| Librarian                                      |                   |                   |                   |                   |                   |
| Custodian                                      |                   |                   |                   |                   |                   |
| Security                                       |                   |                   |                   |                   |                   |
| Other - Non-Instructional                      | 369,200           | 376,584           | 442,170           | 626,537           | 688,210           |
| <b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b> | <b>\$ 369,200</b> | <b>\$ 376,584</b> | <b>\$ 442,170</b> | <b>\$ 626,537</b> | <b>\$ 688,210</b> |

**TOTAL PERSONNEL EXPENSES**

|  |                     |                     |                     |                     |                     |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
|  | <b>\$ 1,226,320</b> | <b>\$ 1,296,746</b> | <b>\$ 1,534,573</b> | <b>\$ 1,962,708</b> | <b>\$ 2,148,524</b> |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|

**PAYROLL TAXES AND BENEFITS**

|   |                   |                   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| Social Security                         | 76,032            | 80,398            | 95,144            | 121,688           | 133,208           |
| Medicare                                | 17,782            | 18,803            | 22,251            | 28,459            | 31,154            |
| State Unemployment                      | 6,254             | 6,613             | 7,826             | 10,010            | 10,957            |
| Worker's Compensation Insurance         | 245               | 259               | 307               | 393               | 430               |
| Custom Other Tax #1                     |                   |                   |                   |                   |                   |
| Custom Other Tax #2                     |                   |                   |                   |                   |                   |
| Health Insurance                        | 149,979           | 158,591           | 187,678           | 240,039           | 262,764           |
| Dental Insurance                        |                   |                   |                   |                   |                   |
| Vision Insurance                        |                   |                   |                   |                   |                   |
| Life Insurance                          |                   |                   |                   |                   |                   |
| Retirement Contribution                 | 24,772            | 26,194            | 30,998            | 39,647            | 43,400            |
| Other Various Employee Benefits         | 6,132             | 6,484             | 7,673             | 9,814             | 10,743            |
| Custom Fringe #2                        |                   |                   |                   |                   |                   |
| <b>TOTAL PAYROLL TAXES AND BENEFITS</b> | <b>\$ 281,195</b> | <b>\$ 297,344</b> | <b>\$ 351,878</b> | <b>\$ 450,049</b> | <b>\$ 492,657</b> |

**TOTAL PERSONNEL TAX & BENEFIT EXPENSES**

|  |                     |                     |                     |                     |                     |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
|  | <b>\$ 1,507,515</b> | <b>\$ 1,594,090</b> | <b>\$ 1,886,451</b> | <b>\$ 2,412,757</b> | <b>\$ 2,641,181</b> |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|

**CONTRACTED SERVICES**

|   |                   |                   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| Accounting / Audit                                    | 13,000            | 13,390            | 13,792            | 14,205            | 14,632            |
| Legal   | 2,500             | 2,526             | 2,550             | 2,576             | 2,602             |
| Management Company Fee                                |                   |                   |                   |                   |                   |
| Nurse Services  |                   |                   |                   |                   |                   |
| Food Service / School Lunch                           |                   |                   |                   |                   |                   |
| Payroll Services                                      |                   |                   |                   |                   |                   |
| Special Ed Services                                   |                   |                   |                   |                   |                   |
| Titlement Services (i.e. Title I)                     |                   |                   |                   |                   |                   |
| JR3 Websmart Business & Student Software & Backoffice | 91,507            | 104,319           | 117,880           | 130,847           | 157,016           |
| Custom Contracted Services #2                         |                   |                   |                   |                   |                   |
| Custom Contracted Services #3                         |                   |                   |                   |                   |                   |
| <b>TOTAL CONTRACTED SERVICES</b>                      | <b>\$ 107,007</b> | <b>\$ 120,234</b> | <b>\$ 134,222</b> | <b>\$ 147,628</b> | <b>\$ 174,249</b> |

**SCHOOL OPERATIONS**

|  |                   |                   |                   |                   |                   |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| Board Expenses                                   | 2,500             | 2,525             | 2,550             | 2,576             | 2,602             |
| Classroom / Teaching Supplies & Materials        | 7,000             | 7,980             | 9,017             | 10,009            | 12,011            |
| Special Ed Supplies & Materials                  | 700               | 798               | 902               | 1,001             | 1,201             |
| Textbooks / Workbooks                            | 7,000             | 7,980             | 9,017             | 10,009            | 12,011            |
| Supplies & Materials other                       | 140,000           | 212,156           | 238,994           | 265,283           | 318,340           |
| Equipment / Furniture                            | 1,500             | 1,500             | 1,500             | 1,500             | 1,500             |
| Telephone  | 3,600             | 3,600             | 3,600             | 3,600             | 3,600             |
| Technology                                       | 7,200             | 27,504            | 30,172            | 133,541           | 57,823            |
| Student Testing & Assessment                     | 17,500            | 19,950            | 22,544            | 25,023            | 30,028            |
| Field Trips                                      | -                 | -                 | -                 | -                 | -                 |
| Transportation (student)                         | 134,400           | 153,216           | 173,134           | 192,179           | 230,615           |
| Student Services- other                          | -                 | -                 | -                 | -                 | -                 |
| Office Expense                                   | 13,300            | 13,367            | 13,433            | 13,500            | 13,568            |
| Staff Development                                | 122,000           | 126,002           | 134,003           | 150,003           | 162,003           |
| Staff Recruitment                                | 800               | 800               | 1,000             | 1,400             | 1,400             |
| Student Recruitment / Marketing                  | -                 | -                 | -                 | -                 | -                 |
| School Meals / Lunch                             | -                 | -                 | -                 | -                 | -                 |
| Travel (Staff)                                   | 36,380            | 36,977            | 40,556            | 45,926            | 48,309            |
| Fundraising                                      | -                 | -                 | -                 | -                 | -                 |
| Background checks and fingerprinting             | 7,625             | 7,750             | 8,500             | 9,626             | 10,125            |
| Bank Charges                                     | 3,600             | 3,600             | 3,600             | 3,600             | 3,600             |
| Student career / certificate training assistance | 10,000            | 40,000            | 40,000            | 40,000            | 40,000            |
| <b>TOTAL SCHOOL OPERATIONS</b>                   | <b>\$ 515,105</b> | <b>\$ 665,704</b> | <b>\$ 732,522</b> | <b>\$ 908,776</b> | <b>\$ 948,736</b> |

equipment and furniture after start up will be owned by GICT and provided to the school for use at no cost

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**FACILITY OPERATION & MAINTENANCE**

|   |                   |                   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| Insurance   | 20,000            | 20,200            | 20,402            | 20,606            | 20,812            |
| Janitorial Services                               | 34,800            | 34,974            | 35,149            | 35,325            | 35,501            |
| Building and Land Rent / Lease                    | -                 | -                 | -                 | -                 | -                 |
| Repairs & Maintenance                             | 2,000             | 2,010             | 2,020             | 2,030             | 2,040             |
| Security Services                                 | 81,250            | 81,656            | 82,065            | 82,475            | 82,887            |
| Utilities   | 37,836            | 38,214            | 38,597            | 38,982            | 39,372            |
| Custom Facilities Operations #1                   | -                 | -                 | -                 | -                 | -                 |
| Custom Facilities Operations #2                   | -                 | -                 | -                 | -                 | -                 |
| Custom Facilities Operations #3                   | -                 | -                 | -                 | -                 | -                 |
| <b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b> | <b>\$ 175,886</b> | <b>\$ 177,055</b> | <b>\$ 178,232</b> | <b>\$ 179,418</b> | <b>\$ 180,613</b> |

**RESERVES / CONTINGENCY**

|  |                     |                     |                     |                     |                     |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>TOTAL EXPENSES</b>                                | <b>\$ 2,305,514</b> | <b>\$ 2,557,082</b> | <b>\$ 2,931,427</b> | <b>\$ 3,648,579</b> | <b>\$ 3,944,778</b> |
| <b>NET OPERATING INCOME (before Depreciation)</b>    | <b>\$ 46,305</b>    | <b>\$ 51,523</b>    | <b>\$ 45,072</b>    | <b>\$ 54,768</b>    | <b>\$ 58,416</b>    |
| <b>DEPRECIATION &amp; AMORTIZATION</b>               | <b>46,173</b>       | <b>46,607</b>       | <b>42,436</b>       | <b>50,808</b>       | <b>57,119</b>       |
| <b>NET OPERATING INCOME (Including Depreciation)</b> | <b>\$ 132</b>       | <b>\$ 4,916</b>     | <b>\$ 2,636</b>     | <b>\$ 3,960</b>     | <b>\$ 1,298</b>     |

**The Excel Center**  
**PROJECTED START-UP BUDGET / OPERATING PLAN**  
**FOR INITIAL CHARTER PERIOD**

| <b>SUMMARY</b>                             |         |
|--|---------|
| Total Revenue                              | 784,556 |
| Total Expenses                             | 784,556 |
| Net Operating Income (before Depreciation) | (0)     |

Description of Assumptions and Variances

|                    |
|--------------------|
| Start-Up<br>Period |
|--------------------|

| <b>REVENUE</b>               |            |
|------------------------------|------------|
| TOTAL STATE REVENUES         |            |
| TOTAL FEDERAL REVENUES       |            |
| TOTAL LOCAL & OTHER REVENUES | \$ 784,556 |
| TOTAL REVENUE                | \$ 784,556 |

Goodwill commitment to fund start up costs.

**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**

|   |                  |
|---|------------------|
| Executive Management                              | 47,500           |
| Instructional Management                          |                  |
| Deans, Directors & Coordinators                   | 43,333           |
| CFO / Director of Finance                         | -                |
| Operation / Business Manager                      | -                |
| Administrative Staff                              | 8,760            |
| Other - Administrative                            | -                |
| <b>TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS</b> | <b>\$ 99,593</b> |

**INSTRUCTIONAL PERSONNEL COSTS**

|  |                  |
|--|------------------|
| Teachers - Regular                         | 52,500           |
| Teachers - SPED                            | 7,500            |
| Substitute Teachers                        | -                |
| Teaching Assistants                        | -                |
| Specialty Teachers                         | 22,500           |
| Aides                                      | -                |
| Therapists & Counselors                    | -                |
| Other - Instructional                      | -                |
| <b>TOTAL INSTRUCTIONAL PERSONNEL COSTS</b> | <b>\$ 82,500</b> |

**NON-INSTRUCTIONAL PERSONNEL COSTS**

|  |                  |
|--|------------------|
| Nurse  | -                |
| Librarian                                      | -                |
| Custodian                                      | -                |
| Security                                       | -                |
| Other - Non-Instructional                      | 57,634           |
| <b>TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS</b> | <b>\$ 57,634</b> |

**TOTAL PERSONNEL EXPENSES****\$ 239,727****PAYROLL TAXES AND BENEFITS**

|   |                  |                                   |
|---|------------------|-----------------------------------|
| Social Security                         | 14,863           | estimated at 6.2% of gross wage   |
| Medicare                                | 3,476            | estimated at 1.45% of gross wage  |
| State Unemployment                      | 1,223            | estimated at .51% of gross wage   |
| Worker's Compensation Insurance         | 48               | estimated at .02% of gross wage   |
| Custom Other Tax #1                     | -                |                                   |
| Custom Other Tax #2                     | -                |                                   |
| Health Insurance                        | 29,319           | estimated at 12.23% of gross wage |
| Dental Insurance                        | -                |                                   |
| Vision Insurance                        | -                |                                   |
| Life Insurance                          | -                |                                   |
| Retirement Contribution                 | 4,842            | estimated at 2.02% of gross wage  |
| Other Various Employee Benefits         | 1,199            | estimated at .50% of gross wage   |
| Custom Fringe #2                        | -                |                                   |
| <b>TOTAL PAYROLL TAXES AND BENEFITS</b> | <b>\$ 54,969</b> |                                   |

**TOTAL PERSONNEL, TAX & BENEFIT EXPENSES****\$ 294,696****CONTRACTED SERVICES**

|  |                 |
|--|-----------------|
| Accounting / Audit                         | -               |
| Legal                                      | 5,000           |
| Management Company Fee                     | -               |
| Nurse Services                             | -               |
| Food Service / School Lunch                | -               |
| Payroll Services                           | -               |
| Special Ed Services                        | -               |
| Titlement Services (i.e. Title I)          | -               |
| JR3 Websmart Business & Student Software & | -               |
| Custom Contracted Services #2              | -               |
| Custom Contracted Services #3              | -               |
| <b>TOTAL CONTRACTED SERVICES</b>           | <b>\$ 5,000</b> |



**SCHOOL OPERATIONS**

|  |                   |  |
|--|-------------------|--|
| Board Expenses                                   | 500               |  |
| Classroom / Teaching Supplies & Materials        | 6,300             | estimated at \$20 per student  |
| Special Ed Supplies & Materials                  | 700               | estimated at \$20 per student  |
| Textbooks / Workbooks                            | 7,000             | estimated supplemental reading materials at \$20 per student           |
| Supplies & Materials other                       | 140,000           | estimated supplemental online learning at \$400 per student            |
| Equipment / Furniture                            | 78,650            | see budget narrative for detail; furniture provided by GICT at no cost |
| Telephone  | 1,800             | estimated at \$3600 annual cost  |
| Technology                                       | 159,300           | see budget narrative for detail  |
| Student Testing & Assessment                     | 17,500            | estimated at \$50 per student  |
| Field Trips                                      | -                 |  |
| Transportation (student)                         | 11,200            | Bus passes estimated at \$32 per student per month                     |
| Student Services - other                         | -                 |  |
| Office Expense                                   | 5,000             |  |
| Staff Development                                | -                 | Staff development is provided beginning in year one                    |
| Staff Recruitment                                | 5,600             | estimated at \$200 each for 28 employees                               |
| Student Recruitment / Marketing                  | -                 | Student recruitment / marketing provided by GICT                       |
| School Meals / Lunch                             | -                 |  |
| Travel (Staff)                                   | -                 |  |
| Fundraising                                      | -                 | Fundraising will be provided by GICT                                   |
| Background checks and fingerprinting             | 5,000             | estimate 35 @ \$125  |
| Bank Charges                                     | 150               | estimate for bank service charges                                      |
| Student career / certificate training assistance | -                 |  |
| <b>TOTAL SCHOOL OPERATIONS</b>                   | <b>\$ 438,700</b> |  |

**FACILITY OPERATION & MAINTENANCE**

|   |                  |   |
|---|------------------|---|
| Insurance   | 5,000            | estimated at 20,000 annually  |
| Janitorial Services                               | 8,700            |   |
| Building and Land Rent / Lease                    | -                | Building used by the school will be provided by GICT at no cost to the school |
| Repairs & Maintenance                             | -                | Facility repairs and maintenance will be provided by GICT                     |
| Security Services                                 | 13,542           | estimated 2 months based on \$81,250 annual expense                           |
| Utilities   | 18,918           | see budget narrative for detail   |
| Custom Facilities Operations #1                   | -                |   |
| Custom Facilities Operations #2                   | -                |   |
| Custom Facilities Operations #3                   | -                |   |
| <b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b> | <b>\$ 46,160</b> |   |

**RESERVES / CONTINGENCY**

|  |   |
|--|---|
|  | - |
|--|---|

|                       |                   |
|-----------------------|-------------------|
| <b>TOTAL EXPENSES</b> | <b>\$ 784,556</b> |
|-----------------------|-------------------|

|   |               |
|---|---------------|
| <b>NET OPERATING INCOME (before Depreciation)</b> | <b>\$ (0)</b> |
|---|---------------|

|  |              |
|--|--------------|
| <b>DEPRECIATION &amp; AMORTIZATION</b> | <b>7,696</b> |
|--|--------------|

see budget narrative for detail of depreciation

|  |                   |
|--|-------------------|
| <b>NET OPERATING INCOME (including Depreciation)</b> | <b>\$ (7,696)</b> |
|--|-------------------|

|   |    |           |  |
|---|----|-----------|--|
| Total FSP from latest Summary of Finances (SOF)           | \$ | 2,287,687 |  |
| Prior Year Settle-Up or Audit Adjustments from FSP Ledger | \$ | -         |  |
| Current Year FSP Payments Year to Date from FSP Ledger    | \$ | -         |  |
| FSP Remaining Balance                                     | \$ | 2,287,687 |  |
| Number of Remaining FSP Payments                          |    | 12        |  |
| Remaining Balance to be Paid this Month                   |    | 8.3%      |  |
| Payment   | \$ | 189,878   |  |

| Payment Month | Remaining Payments | % of Unpaid Balance | Estimated Payments Schedule |
|---------------|--------------------|---------------------|-----------------------------|
| September     | 12                 | 8.3%                | \$ 189,878                  |
| October       | 11                 | 9.1%                | \$ 190,901                  |
| November      | 10                 | 10.1%               | \$ 192,598                  |
| December      | 9                  | 11.1%               | \$ 190,269                  |
| January       | 8                  | 12.4%               | \$ 188,979                  |
| February      | 7                  | 14.4%               | \$ 192,246                  |
| March         | 6                  | 16.6%               | \$ 189,704                  |
| April         | 5                  | 19.9%               | \$ 189,665                  |
| May           | 4                  | 25.1%               | \$ 191,620                  |
| June          | 3                  | 33.2%               | \$ 189,840                  |
| July          | 2                  | 49.7%               | \$ 189,838                  |
| August        | 1                  | 100.0%              | \$ 192,129                  |
|               |                    |                     | \$ 2,287,687                |

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The Excel Center

PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

| SUMMARY                  |         |         |         |         |         |         |         | CHECK vs. Budget<br>(Must Be Zero) |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|------------------------------------|
| Total Revenue            | 35,752  | 29,450  | 29,450  | 250,782 | 287,346 | 151,776 | 784,556 | -                                  |
| Total Expenses           | 35,752  | 29,450  | 29,450  | 250,782 | 287,346 | 151,777 | 784,556 | 0                                  |
| Net Operating Income (b) | 0       | 0       | 0       | 0       | 0       | (1)     | (0)     | (0)                                |
| CASH FLOW ADJUSTMEN      | -       | -       | -       | -       | -       | -       | -       | -                                  |
| BEGINNING CASH BALAN     | 175,000 | 175,000 | 175,000 | 175,000 | 175,000 | 175,000 |         |                                    |
| ENDING CASH BALANCE      | 175,000 | 175,000 | 175,000 | 175,000 | 175,000 | 175,000 |         |                                    |

Description of Assumptions and Variances

Enter the months period pr

| March | April | May | June | July | August | TOTAL |
|-------|-------|-----|------|------|--------|-------|
|-------|-------|-----|------|------|--------|-------|

| REVENUE             |           |           |           |            |            |            |            |
|---------------------|-----------|-----------|-----------|------------|------------|------------|------------|
| TOTAL STATE         | \$ -      | \$ -      | \$ -      | \$ -       | \$ -       | \$ -       | \$ -       |
| TOTAL FEDERAL       | \$ -      | \$ -      | \$ -      | \$ -       | \$ -       | \$ -       | \$ -       |
| TOTAL LOCAL & OTHER | \$ 35,752 | \$ 29,450 | \$ 29,450 | \$ 250,782 | \$ 287,346 | \$ 151,776 | \$ 784,556 |
| TOTAL REVENUE       | \$ 35,752 | \$ 29,450 | \$ 29,450 | \$ 250,782 | \$ 287,346 | \$ 151,776 | \$ 784,556 |

**EXPENSES**

**ADMINISTRATIVE**

|                                 |                 |                  |                  |                  |                  |                  |                  |
|---------------------------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Executive Management            | 7,917           | 7,917            | 7,917            | 7,917            | 7,917            | 7,917            | 47,500           |
| Instructional Management        | -               | -                | -                | -                | -                | -                | -                |
| Deans, Directors & Coordinators | -               | 3,333            | 3,333            | 3,333            | 16,667           | 16,666           | 43,333           |
| CFD / Director of Finance       | -               | -                | -                | -                | -                | -                | -                |
| Operation / Business Management | -               | -                | -                | -                | -                | -                | -                |
| Administrative Staff            | -               | -                | -                | -                | 3,167            | 5,593            | 8,760            |
| Other - Administrative          | -               | -                | -                | -                | -                | -                | -                |
| <b>TOTAL</b>                    | <b>\$ 7,917</b> | <b>\$ 11,250</b> | <b>\$ 11,250</b> | <b>\$ 11,250</b> | <b>\$ 27,751</b> | <b>\$ 30,176</b> | <b>\$ 99,593</b> |

**INSTRUCTIONAL**

|                            |             |             |             |             |                  |                  |                  |
|----------------------------|-------------|-------------|-------------|-------------|------------------|------------------|------------------|
| Teachers - Regular         | -           | -           | -           | -           | 26,250           | 26,250           | 52,500           |
| Teachers - SPED            | -           | -           | -           | -           | 3,750            | 3,750            | 7,500            |
| Substitute Teachers        | -           | -           | -           | -           | -                | -                | -                |
| Teaching Assistants        | -           | -           | -           | -           | -                | -                | -                |
| Specialty Teachers         | -           | -           | -           | -           | 11,250           | 11,250           | 22,500           |
| Aides                      | -           | -           | -           | -           | -                | -                | -                |
| Therapists & Counselors    | -           | -           | -           | -           | -                | -                | -                |
| Other - Instructional      | -           | -           | -           | -           | -                | -                | -                |
| <b>TOTAL INSTRUCTIONAL</b> | <b>\$ -</b> | <b>\$ -</b> | <b>\$ -</b> | <b>\$ -</b> | <b>\$ 41,250</b> | <b>\$ 41,250</b> | <b>\$ 82,500</b> |

**NON-INSTRUCTIONAL**

|                   |                 |                 |                 |                 |                 |                  |                  |
|-------------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|
| Nurse             | -               | -               | -               | -               | -               | -                | -                |
| Librarian         | -               | -               | -               | -               | -               | -                | -                |
| Custodian         | -               | -               | -               | -               | -               | -                | -                |
| Security          | -               | -               | -               | -               | -               | -                | -                |
| Other - Non-      | 9,389           | 9,389           | 9,389           | 9,389           | 9,389           | 10,689           | 57,634           |
| <b>TOTAL NON-</b> | <b>\$ 9,389</b> | <b>\$ 9,389</b> | <b>\$ 9,389</b> | <b>\$ 9,389</b> | <b>\$ 9,389</b> | <b>\$ 10,689</b> | <b>\$ 57,634</b> |

**TOTAL PERSONNEL**

|                        |                  |                  |                  |                  |                  |                  |                   |
|------------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| <b>TOTAL PERSONNEL</b> | <b>\$ 17,306</b> | <b>\$ 20,639</b> | <b>\$ 20,639</b> | <b>\$ 20,639</b> | <b>\$ 78,390</b> | <b>\$ 82,115</b> | <b>\$ 239,727</b> |
|------------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|

**PAYROLL TAXES AND**

|                            |                 |                 |                 |                 |                  |                  |                  |
|----------------------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| Social Security            | 1,073           | 1,280           | 1,280           | 1,280           | 4,860            | 5,091            | 14,863           |
| Medicare                   | 251             | 299             | 299             | 299             | 1,137            | 1,191            | 3,476            |
| State Unemployment         | 88              | 105             | 105             | 105             | 400              | 419              | 1,223            |
| Worker's Compensation      | 3               | 4               | 4               | 4               | 16               | 16               | 48               |
| Custom Other Tax #1        | -               | -               | -               | -               | -                | -                | -                |
| Custom Other Tax #2        | -               | -               | -               | -               | -                | -                | -                |
| Health Insurance           | 2,116           | 2,524           | 2,524           | 2,524           | 9,567            | 10,043           | 29,319           |
| Dental Insurance           | -               | -               | -               | -               | -                | -                | -                |
| Vision Insurance           | -               | -               | -               | -               | -                | -                | -                |
| Life Insurance             | -               | -               | -               | -               | -                | -                | -                |
| Retirement                 | 350             | 417             | 417             | 417             | 1,583            | 1,659            | 4,842            |
| Other Various Employee     | 87              | 103             | 103             | 103             | 392              | 411              | 1,199            |
| Custom Fringe #2           | -               | -               | -               | -               | -                | -                | -                |
| <b>TOTAL PAYROLL TAXES</b> | <b>\$ 3,968</b> | <b>\$ 4,733</b> | <b>\$ 4,733</b> | <b>\$ 4,733</b> | <b>\$ 17,975</b> | <b>\$ 18,829</b> | <b>\$ 54,969</b> |

**TOTAL PERSONNEL, TAX**

|                             |                  |                  |                  |                  |                  |                   |                   |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|
| <b>TOTAL PERSONNEL, TAX</b> | <b>\$ 21,274</b> | <b>\$ 25,372</b> | <b>\$ 25,372</b> | <b>\$ 25,372</b> | <b>\$ 96,364</b> | <b>\$ 100,943</b> | <b>\$ 294,696</b> |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|-------------------|-------------------|

**CONTRACTED SERVICES**

|   |                 |             |             |             |                 |             |                 |
|---|-----------------|-------------|-------------|-------------|-----------------|-------------|-----------------|
| Accounting / Audit                              | -               | -           | -           | -           | -               | -           | -               |
| Legal   | 2,500           | -           | -           | -           | 2,500           | -           | 5,000           |
| Management Company                              | -               | -           | -           | -           | -               | -           | -               |
| Nurse Services                                  | -               | -           | -           | -           | -               | -           | -               |
| Food Service / School                           | -               | -           | -           | -           | -               | -           | -               |
| Payroll Services                                | -               | -           | -           | -           | -               | -           | -               |
| Special Ed Services                             | -               | -           | -           | -           | -               | -           | -               |
| Titlement Services (i.e. JB3 Websmart Business) | -               | -           | -           | -           | -               | -           | -               |
| Custom Contracted                               | -               | -           | -           | -           | -               | -           | -               |
| Custom Contracted                               | -               | -           | -           | -           | -               | -           | -               |
| <b>TOTAL CONTRACTED</b>                         | <b>\$ 2,500</b> | <b>\$ -</b> | <b>\$ -</b> | <b>\$ -</b> | <b>\$ 2,500</b> | <b>\$ -</b> | <b>\$ 5,000</b> |

estimated at 6.2% of gross wage  
 estimated at 1.45% of gross wage  
 estimated at .51% of gross wage  
 estimated at .02% of gross wage

estimated at 12.23% of gross wage

estimated at 2.02% of gross wage  
 estimated at .50% of gross wage

No expense until revenue is generated

**SCHOOL OPERATIONS**

|                          |                 |               |               |                   |                   |                  |                   |
|--------------------------|-----------------|---------------|---------------|-------------------|-------------------|------------------|-------------------|
| Board Expenses           | -               | -             | -             | 166               | 166               | 168              | 500               |
| Classroom / Teaching     | -               | -             | -             | 1,300             | 2,500             | 2,500            | 6,300             |
| Special Ed Supplies &    | -               | -             | -             | 200               | 250               | 250              | 700               |
| Textbooks / Workbooks    | -               | -             | -             | -                 | 6,000             | 1,000            | 7,000             |
| Supplies & Materials     | -               | -             | -             | -                 | 140,000           | -                | 140,000           |
| Equipment / Furniture    | -               | -             | -             | 57,300            | 21,350            | -                | 78,650            |
| Telephone                | 300             | 300           | 300           | 300               | 300               | 300              | 1,800             |
| Technology               | -               | -             | -             | 158,100           | 600               | 600              | 159,300           |
| Student Testing &        | -               | -             | -             | -                 | -                 | 17,500           | 17,500            |
| Field Trips              | -               | -             | -             | -                 | -                 | -                | -                 |
| Transportation (student) | -               | -             | -             | -                 | -                 | 11,200           | 11,200            |
| Student Services - other | -               | -             | -             | -                 | -                 | -                | -                 |
| Office Expense           | -               | -             | -             | -                 | 2,500             | 2,500            | 5,000             |
| Staff Development        | -               | -             | -             | -                 | -                 | -                | -                 |
| Staff Recruitment        | 5,000           | 300           | 300           | -                 | -                 | -                | 5,600             |
| Student Recruitment /    | -               | -             | -             | -                 | -                 | -                | -                 |
| School Meals / Lunch     | -               | -             | -             | -                 | -                 | -                | -                 |
| Travel (Staff)           | -               | -             | -             | -                 | -                 | -                | -                 |
| Fundraising              | -               | -             | -             | -                 | -                 | -                | -                 |
| Background checks and    | 3,500           | 300           | 300           | 300               | 300               | 300              | 5,000             |
| Bank Charges             | 25              | 25            | 25            | 25                | 25                | 25               | 150               |
| Student career /         | -               | -             | -             | -                 | -                 | -                | -                 |
| <b>TOTAL SCHOOL</b>      | <b>\$ 8,825</b> | <b>\$ 925</b> | <b>\$ 925</b> | <b>\$ 217,691</b> | <b>\$ 173,991</b> | <b>\$ 36,343</b> | <b>\$ 438,700</b> |

**FACILITY OPERATION &**

|                          |                 |                 |                 |                 |                  |                  |                  |
|--------------------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| Insurance                | -               | -               | -               | 1,666           | 1,667            | 1,667            | 5,000            |
| Janitorial Services      | -               | -               | -               | 2,900           | 2,900            | 2,900            | 8,700            |
| Building and Land Rent / | -               | -               | -               | -               | -                | -                | -                |
| Repairs & Maintenance    | -               | -               | -               | -               | -                | -                | -                |
| Security Services        | -               | -               | -               | -               | 6,771            | 6,771            | 13,542           |
| Utilities                | 3,153           | 3,153           | 3,153           | 3,153           | 3,153            | 3,153            | 18,918           |
| Custom Facilities        | -               | -               | -               | -               | -                | -                | -                |
| Custom Facilities        | -               | -               | -               | -               | -                | -                | -                |
| Custom Facilities        | -               | -               | -               | -               | -                | -                | -                |
| <b>TOTAL FACILITY</b>    | <b>\$ 3,153</b> | <b>\$ 3,153</b> | <b>\$ 3,153</b> | <b>\$ 7,719</b> | <b>\$ 14,491</b> | <b>\$ 14,491</b> | <b>\$ 46,160</b> |

**RESERVES /**

|                           |                  |                  |                  |                   |                    |                    |                    |
|---------------------------|------------------|------------------|------------------|-------------------|--------------------|--------------------|--------------------|
| <b>TOTAL EXPENSES</b>     | <b>\$ 35,752</b> | <b>\$ 29,450</b> | <b>\$ 29,450</b> | <b>\$ 250,782</b> | <b>\$ 287,346</b>  | <b>\$ 151,777</b>  | <b>\$ 784,556</b>  |
| <b>NET OPERATING</b>      | <b>\$ 0</b>      | <b>\$ 0</b>      | <b>\$ 0</b>      | <b>\$ 0</b>       | <b>\$ (0)</b>      | <b>\$ (1)</b>      | <b>\$ (0)</b>      |
| <b>DEPRECIATION &amp;</b> | <b>-</b>         | <b>-</b>         | <b>-</b>         | <b>-</b>          | <b>46,174</b>      | <b>46,174</b>      | <b>92,348</b>      |
| <b>NET OPERATING</b>      | <b>\$ 0</b>      | <b>\$ 0</b>      | <b>\$ 0</b>      | <b>\$ 0</b>       | <b>\$ (46,174)</b> | <b>\$ (46,175)</b> | <b>\$ (92,348)</b> |

84,652  
(84,652)

**The Excel Center**  
**YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

|            |            |            |            |            |            |            |            |            |            |           |           |              | CHECK vs.<br>Budget |  |  |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|--------------|---------------------|--|--|
|            |            |            |            |            |            |            |            |            |            |           |           |              | (Actual - Budget)   | Description of Assumptions and Variances |  |
| 185,232    | 292,316    | 241,478    | 228,769    | 177,931    | 241,478    | 241,478    | 241,478    | 203,350    | 266,897    | 12,709    |           |              | 2,333,116           | (18,702)                                 |  |
| 190,091    | 196,192    | 194,158    | 193,650    | 191,617    | 194,158    | 194,158    | 194,158    | 192,633    | 195,175    | 185,007   | 184,515   |              | 2,305,514           | (0)                                      |  |
| (4,859)    | 96,124     | 47,320     | 35,119     | (13,686)   | 47,320     | 47,320     | 47,320     | 10,717     | 71,722     | (172,258) | (184,515) |              | 27,602              | (18,702)                                 |  |
| -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -         | -         | -            | -                   |  |  |
| 175,000    | 170,140    | 266,264    | 313,584    | 348,703    | 335,018    | 382,337    | 429,657    | 476,976    | 487,693    | 559,415   | 387,117   |              |                     |  |  |
| 170,140    | 266,264    | 313,584    | 348,703    | 335,018    | 382,337    | 429,657    | 476,976    | 487,693    | 559,415    | 387,117   | 202,602   |              |                     |  |  |
| September  | October    | November   | December   | January    | February   | March      | April      | May        | June       | July      | August    | TOTAL        |                     |  |  |
| \$ 139,803 | \$ 292,316 | \$ 241,478 | \$ 228,769 | \$ 177,931 | \$ 241,478 | \$ 241,478 | \$ 241,478 | \$ 203,350 | \$ 266,897 | \$ 12,709 | \$ -      | \$ 2,287,687 | (0)                 |  |  |
|            |            |            |            |            | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -      | \$ -      | \$ -         |                     |  |  |
| \$ 45,429  | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -       | \$ -      | \$ -      | \$ 45,429    | (18,702)            |  |  |
| \$ 185,232 | \$ 292,316 | \$ 241,478 | \$ 228,769 | \$ 177,931 | \$ 241,478 | \$ 241,478 | \$ 241,478 | \$ 203,350 | \$ 266,897 | \$ 12,709 | \$ -      | \$ 2,333,116 | (18,702)            |  |  |

|           |           |           |           |           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| 7,917     | 7,917     | 7,917     | 7,917     | 7,917     | 7,917     | 7,917     | 7,917     | 7,917     | 7,917     | 7,917     | 7,917     | 7,917     | 95,000     |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| 16,667    | 16,667    | 16,667    | 16,667    | 16,667    | 16,667    | 16,667    | 16,667    | 16,667    | 16,667    | 16,667    | 16,667    | 16,667    | 200,000    |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| 5,593     | 5,593     | 5,593     | 5,593     | 5,593     | 5,593     | 5,593     | 5,593     | 5,593     | 5,593     | 5,593     | 5,593     | 5,593     | 67,120     |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 30,177 | \$ 362,120 |

|           |           |           |           |           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| 26,250    | 26,250    | 26,250    | 26,250    | 26,250    | 26,250    | 26,250    | 26,250    | 26,250    | 26,250    | 26,250    | 26,250    | 26,250    | 315,000    |
| 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 3,750     | 45,000     |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| 11,250    | 11,250    | 11,250    | 11,250    | 11,250    | 11,250    | 11,250    | 11,250    | 11,250    | 11,250    | 11,250    | 11,250    | 11,250    | 135,000    |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 41,250 | \$ 495,000 |

|            |            |            |            |            |            |            |            |            |            |            |            |            |              |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -            |
| -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -            |
| -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -            |
| 30,767     | 30,767     | 30,767     | 30,767     | 30,767     | 30,767     | 30,767     | 30,767     | 30,767     | 30,767     | 30,767     | 30,767     | 30,767     | 369,200      |
| \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 30,767  | \$ 369,200   |
| \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 102,193 | \$ 1,226,320 |

|            |            |            |            |            |            |            |            |            |            |            |            |            |              |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| 6,336      | 6,336      | 6,336      | 6,336      | 6,336      | 6,336      | 6,336      | 6,336      | 6,336      | 6,336      | 6,336      | 6,336      | 6,336      | 76,032       |
| 1,482      | 1,482      | 1,482      | 1,482      | 1,482      | 1,482      | 1,482      | 1,482      | 1,482      | 1,482      | 1,482      | 1,482      | 1,482      | 17,782       |
| 521        | 521        | 521        | 521        | 521        | 521        | 521        | 521        | 521        | 521        | 521        | 521        | 521        | 6,254        |
| 20         | 20         | 20         | 20         | 20         | 20         | 20         | 20         | 20         | 20         | 20         | 20         | 20         | 245          |
| -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -            |
| -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -            |
| 12,498     | 12,498     | 12,498     | 12,498     | 12,498     | 12,498     | 12,498     | 12,498     | 12,498     | 12,498     | 12,498     | 12,498     | 12,498     | 149,979      |
| -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -            |
| -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -            |
| 2,064      | 2,064      | 2,064      | 2,064      | 2,064      | 2,064      | 2,064      | 2,064      | 2,064      | 2,064      | 2,064      | 2,064      | 2,064      | 24,772       |
| 511        | 511        | 511        | 511        | 511        | 511        | 511        | 511        | 511        | 511        | 511        | 511        | 511        | 6,132        |
| -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -          | -            |
| \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 23,433  | \$ 283,195   |
| \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 125,626 | \$ 1,507,515 |

0 estimated at 6.2% of gross wage  
 estimated at 1.45% of gross wage  
 estimated at .51% of gross wage  
 estimated at .02% of gross wage  
 estimated at 12.23% of gross wage  
 estimated at 2.02% of gross wage  
 estimated at .50% of gross wage

|          |           |           |           |          |           |           |           |           |          |           |          |          |            |
|----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|----------|-----------|----------|----------|------------|
| 1,083    | 1,083     | 1,083     | 1,083     | 1,083    | 1,083     | 1,083     | 1,083     | 1,083     | 1,083    | 1,085     | 1,085    | 1,085    | 13,000     |
| 208      | 208       | 208       | 208       | 208      | 208       | 208       | 208       | 208       | 209      | 209       | 209      | 209      | 2,500      |
| -        | -         | -         | -         | -        | -         | -         | -         | -         | -        | -         | -        | -        | -          |
| -        | -         | -         | -         | -        | -         | -         | -         | -         | -        | -         | -        | -        | -          |
| -        | -         | -         | -         | -        | -         | -         | -         | -         | -        | -         | -        | -        | -          |
| -        | -         | -         | -         | -        | -         | -         | -         | -         | -        | -         | -        | -        | -          |
| -        | -         | -         | -         | -        | -         | -         | -         | -         | -        | -         | -        | -        | -          |
| 5,592    | 11,693    | 9,659     | 9,151     | 7,117    | 9,659     | 9,659     | 9,659     | 9,659     | 8,134    | 10,676    | 508      | -        | 91,507     |
| -        | -         | -         | -         | -        | -         | -         | -         | -         | -        | -         | -        | -        | -          |
| -        | -         | -         | -         | -        | -         | -         | -         | -         | -        | -         | -        | -        | -          |
| \$ 6,883 | \$ 12,984 | \$ 10,950 | \$ 10,442 | \$ 8,408 | \$ 10,950 | \$ 10,950 | \$ 10,950 | \$ 10,950 | \$ 9,426 | \$ 11,968 | \$ 1,802 | \$ 1,294 | \$ 107,007 |

(0) estimated at 4% of state revenues  
 (1)

|           |           |           |           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| 208       | 208       | 208       | 208       | 208       | 208       | 208       | 208       | 209       | 209       | 209       | 209       | 2,500      |
| 583       | 583       | 583       | 583       | 583       | 583       | 583       | 583       | 583       | 583       | 583       | 583       | 7,000      |
| 58        | 58        | 58        | 58        | 58        | 58        | 58        | 58        | 58        | 58        | 58        | 62        | 700        |
| 583       | 583       | 583       | 583       | 583       | 583       | 583       | 583       | 583       | 583       | 583       | 587       | 7,000      |
| 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,667    | 11,663    | 140,000    |
| 125       | 125       | 125       | 125       | 125       | 125       | 125       | 125       | 125       | 125       | 125       | 125       | 1,500      |
| 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 3,600      |
| 600       | 600       | 600       | 600       | 600       | 600       | 600       | 600       | 600       | 600       | 600       | 600       | 7,200      |
| 1,458     | 1,458     | 1,458     | 1,458     | 1,458     | 1,458     | 1,458     | 1,458     | 1,458     | 1,458     | 1,458     | 1,462     | 17,500     |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| 11,200    | 11,200    | 11,200    | 11,200    | 11,200    | 11,200    | 11,200    | 11,200    | 11,200    | 11,200    | 11,200    | 11,200    | 134,400    |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| 1,108     | 1,108     | 1,108     | 1,108     | 1,108     | 1,108     | 1,108     | 1,108     | 1,108     | 1,108     | 1,108     | 1,112     | 13,300     |
| 10,167    | 10,167    | 10,167    | 10,167    | 10,167    | 10,167    | 10,167    | 10,167    | 10,167    | 10,167    | 10,167    | 10,163    | 122,000    |
| 67        | 67        | 67        | 67        | 67        | 67        | 67        | 67        | 67        | 67        | 67        | 63        | 800        |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| 3,032     | 3,032     | 3,032     | 3,032     | 3,032     | 3,032     | 3,032     | 3,032     | 3,032     | 3,032     | 3,030     | 3,030     | 36,380     |
| -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -         | -          |
| 635       | 635       | 635       | 635       | 635       | 635       | 635       | 635       | 635       | 635       | 635       | 640       | 7,625      |
| 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 300       | 3,600      |
| 833       | 833       | 833       | 833       | 833       | 833       | 833       | 833       | 833       | 833       | 833       | 837       | 10,000     |
| \$ 42,924 | \$ 42,924 | \$ 42,924 | \$ 42,924 | \$ 42,924 | \$ 42,924 | \$ 42,924 | \$ 42,924 | \$ 42,925 | \$ 42,925 | \$ 42,923 | \$ 42,940 | \$ 515,105 |

|            |            |            |            |             |            |            |            |            |            |              |              |              |
|------------|------------|------------|------------|-------------|------------|------------|------------|------------|------------|--------------|--------------|--------------|
| 1,667      | 1,667      | 1,667      | 1,667      | 1,667       | 1,667      | 1,667      | 1,667      | 1,666      | 1,666      | 1,666        | 1,666        | 20,000       |
| 2,900      | 2,900      | 2,900      | 2,900      | 2,900       | 2,900      | 2,900      | 2,900      | 2,900      | 2,900      | 2,900        | 2,900        | 34,800       |
| -          | -          | -          | -          | -           | -          | -          | -          | -          | -          | -            | -            | -            |
| 167        | 167        | 167        | 167        | 167         | 167        | 167        | 167        | 166        | 166        | 166          | 166          | 2,000        |
| 6,771      | 6,771      | 6,771      | 6,771      | 6,771       | 6,771      | 6,771      | 6,771      | 6,771      | 6,771      | 6,770        | 6,770        | 81,250       |
| 3,153      | 3,153      | 3,153      | 3,153      | 3,153       | 3,153      | 3,153      | 3,153      | 3,153      | 3,153      | 3,153        | 3,153        | 37,836       |
| -          | -          | -          | -          | -           | -          | -          | -          | -          | -          | -            | -            | -            |
| -          | -          | -          | -          | -           | -          | -          | -          | -          | -          | -            | -            | -            |
| \$ 14,658  | \$ 14,658  | \$ 14,658  | \$ 14,658  | \$ 14,658   | \$ 14,658  | \$ 14,658  | \$ 14,658  | \$ 14,656  | \$ 14,656  | \$ 14,655    | \$ 14,655    | \$ 175,886   |
| -          | -          | -          | -          | -           | -          | -          | -          | -          | -          | -            | -            | -            |
| \$ 190,091 | \$ 196,192 | \$ 194,158 | \$ 193,650 | \$ 191,617  | \$ 194,158 | \$ 194,158 | \$ 194,158 | \$ 192,633 | \$ 195,175 | \$ 185,007   | \$ 184,515   | \$ 2,305,514 |
| \$ (4,859) | \$ 96,124  | \$ 47,320  | \$ 35,119  | \$ (13,686) | \$ 47,320  | \$ 47,320  | \$ 47,320  | \$ 10,717  | \$ 71,722  | \$ (172,298) | \$ (184,515) | \$ 27,602    |
| 3,048      | 3,048      | 3,048      | 3,048      | 3,048       | 3,048      | 3,048      | 3,048      | 3,048      | 3,048      | 3,048        | 3,051        | 46,179       |
| \$ (8,707) | \$ 92,276  | \$ 43,472  | \$ 31,271  | \$ (17,534) | \$ 43,472  | \$ 43,472  | \$ 43,472  | \$ 6,869   | \$ 67,874  | \$ (176,146) | \$ (188,366) | \$ (18,577)  |

(0)  
(18,702)  
6  
(18,708)



Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment F.4. Budget Narrative

## **Attachment F.4**

### **Start Up Budget**

#### **Revenues**

##### **State Revenues**

No State Revenues are budgeted in the startup period.

##### **Federal Revenues**

No Federal Revenues are budgeted in the startup period. The Excel Center will pursue available Federal Revenues that are applicable to the school.

##### **Local Funds**

Local funds will be provided through Goodwill, the sponsoring entity, and through fundraising and designated Goodwill revenues.

#### **Expenses**

##### **Personnel Costs**

Personnel will be hired before The Excel Center opens. Detail estimates by position are provided in the table below. Salaries for the Superintendent, Sr. VP Mission Services, and VP Financial Services are fully funded by Goodwill.

|   | Annual Salary | Number of Positions | Number of Months | Start Up Expense  |
|---|---------------|---------------------|------------------|-------------------|
| <b>Administrative Staff Personnel Costs</b>   |               |                     |                  |                   |
| <b>Executive Management</b>                   |               |                     |                  |                   |
| Head of School                                | 95,000        | 1                   | 6                | \$ 47,500         |
| <b>Deans, Directors, and Coordinators</b>     |               |                     |                  |                   |
| Registrar                                     | 40,000        | 1                   | 5                | 16,667            |
| Lead Teachers                                 | 50,000        | 2                   | 2                | 16,667            |
| SPED Director                                 | 60,000        | 1                   | 2                | 10,000            |
| Total Deans, Directors, Coordinators          |               |                     |                  | 43,333            |
| <b>Administrative Staff</b>                   |               |                     |                  |                   |
| Office Manager                                | 38,000        | 1                   | 2                | 6,333             |
| Administrative Assistant                      | 29,120        | 1                   | 1                | 2,427             |
| Total Administrative Staff                    |               |                     |                  | 8,760             |
| <b>Total Administrative Staff Personnel</b>   |               |                     |                  | <b>99,593</b>     |
| <b>Instructional Personnel</b>                |               |                     |                  |                   |
| <b>Regular Teachers</b>                       |               |                     |                  |                   |
| Stem and Humanities Teachers                  | 45,000        | 7                   | 2                | 52,500            |
| <b>Specialty Teachers</b>                     |               |                     |                  |                   |
| ESL Teacher                                   | 45,000        | 1                   | 2                | 7,500             |
| SPED Teacher                                  | 45,000        | 1                   | 2                | 7,500             |
| Intervention Specialists                      | 45,000        | 2                   | 2                | 15,000            |
|   | 135,000       |                     | 6                | 30,000            |
| <b>Total Instructional Personnel</b>          |               |                     |                  | <b>82,500</b>     |
| <b>Non-Instructional Personnel Costs</b>      |               |                     |                  |                   |
| Lead Life Coaches                             | 40,000        | 2                   | 2                | 13,333            |
| Life Coaches                                  | 35,000        | 4                   | 2                | 23,333            |
| Career Counselor                              | 40,000        | 1                   | 2                | 6,667             |
| College Counselors                            | 40,000        | 1                   | 2                | 6,667             |
| Drop-In Center Director                       | 38,000        | 1                   | 2                | 6,333             |
| Drop-In Center Staff                          | 20,800        | 2                   | 1                | 1,300             |
| <b>Total Non-Instructional Personnel Cost</b> |               |                     |                  | <b>57,633</b>     |
| <b>Total Personnel Expense</b>                |               |                     |                  | <b>\$ 239,727</b> |

### Payroll Taxes and Benefits

- FICA Tax is calculated at 6.2% of gross wages.
- Medicare Tax is calculated at 1.45% of gross wages.
- State Unemployment is estimated at .51% of gross wages.
- Workers compensation expense is estimated at .02% of gross wages.

- Health insurance is estimated at 12.23% of gross wages.
- Retirement contribution is estimated at 2.02% of gross wages.
- Other various employee benefits are estimated at .50% of gross wages.

### Contracted Services

- **Accounting and auditing services** are not budgeted in startup year. The annual audit will take place after year-end during year one. Other accounting work will be performed by JR3 back office support, VP Finance and Goodwill's Director of Grant Accounting. The latter two positions are fully funded by Goodwill.
- **Custom contracted services** are not budgeted in startup year. Per the agreement with JR3 Websmart Business & Student Software and Backoffice, there is no billing until revenues are received in year one.

### School Operations

- **Board expenses** are estimated at \$500 for startup meetings.
- **Classroom / teaching supplies and materials** are estimated at \$20 per student.
- **Special Ed supplies and materials** are estimated at \$20 per student.
- **Textbooks / workbooks** – supplemental reading material is budgeted at \$20 per student.
- **Supplies and materials other** – supplemental online learning is budgeted at \$400 per student.
- **Equipment and furniture** – Furniture and fixture owned by GOODWILL will be provided for school use at no cost. Equipment is detailed below:

| Description                              | Units | Cost     | Extended Cost    |
|--|-------|----------|------------------|
| Video/Digital Messaging lobby and lounge | 2     | \$ 1,200 | \$ 2,400         |
| Small Laser Printers                     | 10    | 300      | 3,000            |
| Smart Boards for Classrooms              | 14    | 1,950    | 27,300           |
| TV for Drop In Center                    | 1     | 650      | 650              |
| Digital Phones                           | 25    | 200      | 5,000            |
| Conference Phones                        | 2     | 400      | 800              |
| PA System                                | 1     | 2,000    | 2,000            |
| Security Cameras and DVR Setups          | 15    | 2,000    | 30,000           |
| Cell Phones                              | 25    | 100      | 2,500            |
| Science Equipment                        |       |          | 5,000            |
|  |       |          | <b>\$ 78,650</b> |

- **Telephone** – service estimated at \$3,600 per year. \$1,800 for the six-month startup period.
- **Technology** – detail provided below:

| Description  | Units | Cost     | Extended Cost     |
|--|-------|----------|-------------------|
| Computer set ups in labs                                   | 30    | \$ 2,000 | \$ 60,000         |
| Staff Laptops  | 25    | 1,300    | 32,500            |
| Tablets for Student Use                                    | 20    | 450      | 9,000             |
| Assistive Technologies Computers                           | 2     | 3,000    | 6,000             |
| Internet   |       |          | 1,800             |
| Software - Windows, Exchange, Office, Anti-Virus, SQL, etc |       |          | 50,000            |
|  |       |          | <u>\$ 159,300</u> |
|  |       |          |                   |

- **Student testing and assessment** – is estimated at \$50 per student.
- **Transportation (student)** – Bus passes estimated at \$32 per student per month. Startup includes one month.
- **Office Expense** – estimated for startup at \$5,000.
- **Staff Recruitment** – estimated at \$200 each for 28 employees.
- **Student recruitment / marketing** – funded by Goodwill.
- **Fundraising** – funded by Goodwill.
- **Background checks and fingerprinting** – estimated at \$125 for 40 individuals.
- **Bank charges** – estimate for bank service charges.

#### Facility Operation & Maintenance

- **Insurance** – estimated based on conversations with Excel network schools and insurance carrier.
- **Janitorial services** – estimated at 24,000sq ft @ \$0.10 per month for 3 months plus \$1,500 for supplies and paper goods.
- **Building and land rent / lease** – building is provided by Goodwill at no cost.
- **Repairs and maintenance** – facility repairs and maintenance provided by Goodwill.
- **Security services** – estimated two months at \$81,250 annually.
- **Utilities** – detail provided below:

| Description                                | Cost             |
|--|------------------|
| Electricity \$37,200 annually for 6 months | \$ 18,600        |
| Trash \$456 annually for 6 months          | 228              |
| Water \$180 annually for 6 months          | 90               |
|  | <u>\$ 18,918</u> |
|  |                  |

#### Depreciation

- **Depreciation** – Capitalization policy on items of \$1,000 or greater. Detail of calculation provided below:

|                                |        |   |        |   |                 |
|--------------------------------|--------|---|--------|---|-----------------|
| PA System                      | 2,000  | 5 | 400    | 2 | 67              |
| Security Cameras and DVRs      | 30,000 | 5 | 6,000  | 2 | 1,000           |
| Science Equipment              | 5,000  | 5 | 1,000  | 2 | 167             |
| Computers                      | 60,000 | 3 | 20,000 | 2 | 3,333           |
| Laptops                        | 32,500 | 3 | 10,833 | 2 | 1,806           |
| Assistive Technology Computers | 6,000  | 3 | 2,000  | 2 | 333             |
|                                |        |   |        |   | <u>\$ 7,696</u> |
|                                |        |   |        |   |                 |
|                                |        |   |        |   |                 |
|                                |        |   |        |   |                 |
|                                |        |   |        |   |                 |

### Budget Years One Through Five

#### Revenues

##### State Revenues

State Revenues were budgeted using the approved template and anticipated enrollment numbers.

##### Federal Revenues

No Federal Revenues are budgeted. The Excel Center will pursue available Federal Revenues that are applicable to the school.

##### Local Funds

Local funds will be provided through Goodwill, the sponsoring entity through fundraising and designated Goodwill Revenues.

#### Expenses

##### Personnel Costs

Personnel Costs are detailed below. The staffing is based on school and student need and increases by year with increased student enrollment. Org charts including staffing at startup and at capacity are included with the application. Superintendent, Sr. VP of Mission Services, Sr. VP of Community Engagement, and VP Financial Services salary applicable to The Excel Center will be fully funded by Goodwill.

|   | Year 1                 | Year 2                 | Year 3                 | Year 4                 | Year 5                 |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
|   | 2015                   | 2016                   | 2017                   | 2018                   | 2019                   |
| <b>Administrative Staff Personnel Costs</b>   |                        |                        |                        |                        |                        |
| <b>Executive Management</b>                   |                        |                        |                        |                        |                        |
| Head of School                                | \$ 95,000              | \$ 96,900              | \$ 98,838              | \$ 100,815             | \$ 102,831             |
| <b>Deans, Directors, and Coordinators</b>     |                        |                        |                        |                        |                        |
| Registrar                                     | 40,000                 | 40,800                 | 41,616                 | 42,448                 | 43,297                 |
| Lead Teachers                                 | 100,000                | 102,000                | 156,060                | 159,181                | 162,365                |
| SPED Director                                 | 60,000                 | 61,200                 | 62,424                 | 63,672                 | 64,946                 |
| Total Deans, Directors, Coordinators          | 200,000                | 204,000                | 260,100                | 265,301                | 270,608                |
| <b>Administrative Staff</b>                   |                        |                        |                        |                        |                        |
| Office Manager                                | 38,000                 | 38,760                 | 39,535                 | 40,326                 | 41,132                 |
| Administrative Assistants                     | 29,120                 | 29,702                 | 30,296                 | 61,805                 | 63,041                 |
| Total Administrative Staff                    | 67,120                 | 68,462                 | 69,831                 | 102,131                | 104,173                |
| <b>Total Administrative Staff Personnel</b>   | <b>362,120</b>         | <b>369,362</b>         | <b>428,769</b>         | <b>468,247</b>         | <b>477,612</b>         |
| <b>Instructional Personnel</b>                |                        |                        |                        |                        |                        |
| <b>Regular Teachers</b>                       |                        |                        |                        |                        |                        |
| Stem and Humanities Teachers                  | 315,000                | 367,200                | 421,362                | 477,544                | 584,513                |
| <b>Speciality Teachers</b>                    |                        |                        |                        |                        |                        |
| ESL Teachers                                  | 45,000                 | 45,900                 | 46,818                 | 95,509                 | 97,419                 |
| SPED Teacher                                  | 45,000                 | 45,900                 | 46,818                 | 95,509                 | 97,419                 |
| Intervention Specialists                      | 90,000                 | 91,800                 | 93,636                 | 143,263                | 146,128                |
|   | 180,000                | 183,600                | 187,272                | 334,281                | 340,966                |
| <b>Total Instructional Personnel</b>          | <b>495,000</b>         | <b>550,800</b>         | <b>608,634</b>         | <b>811,825</b>         | <b>925,479</b>         |
| <b>Non-Instructional Personnel Costs</b>      |                        |                        |                        |                        |                        |
| Lead Life Coaches                             | 80,000                 | 81,600                 | 83,232                 | 127,345                | 129,892                |
| Life Coaches                                  | 140,000                | 142,800                | 182,070                | 222,854                | 265,196                |
| Career Counselors                             | 40,000                 | 40,800                 | 41,616                 | 84,897                 | 86,595                 |
| College Counselors                            | 40,000                 | 40,800                 | 41,616                 | 84,897                 | 86,595                 |
| Drop-In Center Director                       | 38,000                 | 38,760                 | 39,535                 | 40,326                 | 41,132                 |
| Drop-In Center Staff                          | 31,200                 | 31,824                 | 54,101                 | 66,219                 | 78,801                 |
| Director of Alumni Services                   |                        |                        | 55,000                 | 56,100                 | 57,222                 |
| <b>Total Non-Instructional Personnel Cost</b> | <b>369,200</b>         | <b>376,584</b>         | <b>497,170</b>         | <b>682,638</b>         | <b>745,433</b>         |
| <b>Total Personnel Expense</b>                | <b>\$ 1,226,320.00</b> | <b>\$ 1,296,746.00</b> | <b>\$ 1,534,573.00</b> | <b>\$ 1,962,710.00</b> | <b>\$ 2,148,524.00</b> |

### Payroll Taxes and Benefits

- FICA Tax is calculated at 6.2% of gross wages.
- Medicare Tax is calculated at 1.45% of gross wages.
- State Unemployment is estimated at .51% of gross wages.
- Workers compensation expense is estimated at .02% of gross wages.
- Health insurance is estimated at 12.23% of gross wages.
- Retirement contribution is estimated at 2.02% of gross wages.
- Other various employee benefits are estimated at .50% of gross wages.

## Contracted Services

- Annual financial audits are budgeted beginning at \$13,000 year one with a 3% increase each year. The increase is budgeted due to growth of the school and anticipated increase in audit fees.
- Legal fees are budgeted at \$2,500 with a 1% increase each year as school grows.
- JR3 Websmart Business & Student Software & Back office Support is budgeted at 4% of state revenue. The web based software and back office support includes the following:
  - Business Software
    - Human Resources
    - Payroll
    - Accounts Receivable
    - Accounts Payable
    - Purchasing/Requisition
    - Budget Management
  - Student Software
    - Teacher Grade Book
    - Student Demographics
    - Student Attendance
    - Grade Reporting
    - Student Permanent Record Transcripts
    - Individual Student Discipline Reports
    - Student Health Records
    - Special Education
    - Scheduling
    - PEIMS
    - Parent Portal
  - Back Office Support
    - Accounting
      - Maintain Accounting ledgers as required by Independent Auditors in compliance with TEA regulations
      - Submit financial records to independent auditor in format requested
      - Provide Internal Audit to assist district staff in verifying data integrity for audit submission
      - Reconcile bank Statements
      - Process submitted requisitions and purchase orders
      - Track encumbrance of funds
      - Prepare vouchers for printing or electronic payment
      - Post receipts
      - Prepare 1099's for distribution
      - Obtain W9's
    - Budgeting
      - Budget Management\Assist Superintendent in budget preparation in compliance with FASRG
      - Post receipts and track revenues
      - Report budget violations to Superintendent and Board
      - Budget Tracking and cash flow reporting
    - Reporting



- Submit state reports including but not limited to TRAQS, TWC
- Submit federal reports including but not limited to W2's, 941's and 1099's
- Maintenance of Effort Schedules
- Payroll Administration
  - Complete payrolls monthly from data submitted and approved by district
  - Assist charter in maintenance of Payroll/HR files in compliance with state and federal requirements
  - Electronic submission of approved payrolls
  - Prepare printed checks for charter approval and distribution
  - Distribute electronic check stubs and information to employees
  - Report TRAQS, 941's, Workers Compensation, Unemployment
- Human Resources
  - Benefits
  - Compliance
- Internal Audit
  - Internal audit of finance and payroll information
  - Internal audit of Student Information System data
  - Internal audit of PEIMS data
- Federal Programs Administration
  - Prepare and submit allocated state and federal grants after consultation with district n utilization of funds.
  - Expenditure reports and recommendation of grant draws to Superintendent
  - Budget tracking
- External Audit Preparation and Interface
- PEIMS Reporting
  - Work with charter on the four data submissions required.
  - Provide support in interpreting PEIMS errors and work with charter staff to resolve
- FSP
  - Prepare and submit information for attendance and special populations reporting for six week reports
- PET/TSDS
  - Submit weekly report to TEA for Student enrollment tracking.
  - Work with charter to determine data discrepancies and help to resolve

## School Operations

- **Board Expenses** are budgeted at \$2,500 with a 1% per year increase. This includes the costs of meetings and trainings.
- **Classroom teaching supplies and materials** – estimated at \$20 per student.
- **Special Ed supplies and materials** – estimated at \$20 per student.
- **Textbooks and workbooks** include an estimate of supplemental reading materials of approximately \$20 per student. The Excel Center classes do not require purchase of textbooks.

Resources are delivered to students through projectors and handouts due to integration of courses across disciplines.

- **Supplies and Materials** include \$400 per student for supplemental online learning and 2% of state revenues for excel center curriculum beginning in year two.
- **Equipment and Furniture** – furniture is provided by Goodwill at no cost; \$1,500 per year budgeted for miscellaneous small equipment.
- **Telephone** cost is estimated at \$3,600 per year.
- **Technology** – detailed below. Computers are replaced at year four and increased with increased staff and enrollment. Internet is budgeted at \$7,200 with 1% increases beginning in year three.

| Description  | Startup |          |                  | First Years of Operations |                 |                  |                   |                  |
|--|---------|----------|------------------|---------------------------|-----------------|------------------|-------------------|------------------|
|  | Units   | Cost     | Extended Cost    | Year 1                    | Year 2          | Year 3           | Year 4            | Year 5           |
| Computer set ups in labs                                   | 30      | \$ 2,000 | \$ 60,000        | \$ -                      | \$ -            | \$ -             | \$ 60,000         | \$ 20,000        |
| Staff Laptops  | 25      | 1,300    | 32,500           | 0                         | 1,300           | 3,900            | 44,200            | 3,900            |
| Tablets for Student Use                                    | 20      | 450      | 9,000            | 0                         | 9,000           | 9,000            | 9,000             | 13,500           |
| Assistive Technologies Computers                           | 2       | 3,000    | 6,000            | 0                         |                 |                  | 3,000             | 3,000            |
| Internet   |         |          | 1,800            | 7,200                     | 7,200           | 7,272            | 7,345             | 7,418            |
| Software - Windows, Exchange, Office, Anti-Virus, SQL, etc |         |          | 50,000           | 0                         | 10,000          | 10,000           | 10,000            | 10,000           |
|  |         |          | <u>\$159,300</u> | <u>\$ 7,200</u>           | <u>\$27,500</u> | <u>\$ 30,172</u> | <u>\$ 133,545</u> | <u>\$ 57,818</u> |

- **Student testing and assessment** – is estimated at \$50 per student.
- **Transportation (student)** – Bus passes estimated at \$32 per student per month.

|                | Months | Students   |           |            |           |            |
|----------------|--------|------------|-----------|------------|-----------|------------|
|                |        | 350        | 400       | 450        | 500       | 600        |
| \$32 per month | 12     | \$ 134,400 | \$153,600 | \$ 172,800 | \$192,000 | \$ 230,400 |

- **Office Expense** – includes copier/scanner/fax leases – 2 units at \$5,400 each annually and office supply expense of \$2,500 with estimated increases of .50% per year.
- **Staff Development** – detail of estimate provided below:

| Description                                       | Staff | Hours | Cost per hr | Total          |
|---|-------|-------|-------------|----------------|
| <b>Year One</b>                                   |       |       |             | <b>122,000</b> |
| Higher Ed Tuition Reimb (max reimb annually \$5K) | 10    |       |             | 50,000         |
| Continuing Education                              | 18    | 40    | \$ 100      | 72,000         |
| <b>Year Two</b>                                   |       |       |             | <b>126,000</b> |
| Higher Ed Tuition Reimb (max reimb annually \$5K) | 10    |       |             | 50,000         |
| Continuing Education                              | 19    | 40    | \$ 100      | 76,000         |
| <b>Year Three</b>                                 |       |       |             | <b>134,000</b> |
| Higher Ed Tuition Reimb (max reimb annually \$5K) | 10    |       |             | 50,000         |
| Continuing Education                              | 21    | 40    | \$ 100      | 84,000         |
| <b>Year Four</b>                                  |       |       |             | <b>150,000</b> |
| Higher Ed Tuition Reimb (max reimb annually \$5K) | 10    |       |             | 50,000         |
| Continuing Education                              | 25    | 40    | \$ 100      | 100,000        |
| <b>Year Five</b>                                  |       |       |             | <b>162,000</b> |
| Higher Ed Tuition Reimb (max reimb annually \$5K) | 10    |       |             | 50,000         |
| Continuing Education                              | 28    | 40    | \$ 100      | 112,000        |

- **Staff Recruitment** – estimated at \$200 per using an estimated turnover rate of 15%

|            | Staff | Turn Rate | Replacements | Cost | Total |
|------------|-------|-----------|--------------|------|-------|
| Year One   | 28    | 15%       | 4            | 200  | 800   |
| Year Two   | 29    | 15%       | 4            | 200  | 800   |
| Year Three | 34    | 15%       | 5            | 200  | 1000  |
| Year Four  | 44    | 15%       | 7            | 200  | 1400  |
| Year Five  | 47    | 15%       | 7            | 200  | 1400  |

- **Student recruitment / marketing** – funded by Goodwill.
- **Travel Staff** – estimate detail below increased by year for staff increases:

|   |     |               |
|---|-----|---------------|
| Staff to Excel Fall Conference          |     |               |
| Air Miles @\$0.50 * 1832 (Indianapolis) | 916 | 4,580         |
| Lodging @\$91 per day 5 days            | 455 | 2,275         |
| Meals @\$61 per day 5 days              | 305 | 1,525         |
| Other staff travel for CE               |     | 28,000        |
|   |     | <u>36,380</u> |

- **Fundraising** – funded by Goodwill.
- **Background checks and fingerprinting** – detail of estimate provided below:

|                 | Cost | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|-----------------|------|-----------|-----------|-----------|-----------|-----------|
|                 | 125  | \$ 7,625  | \$ 7,750  | \$ 8,500  | \$ 9,625  | \$ 10,125 |
| Staff           |      | 30        | 31        | 37        | 46        | 50        |
| GICT Executives |      | 11        | 11        | 11        | 11        | 11        |
| Janitorial      |      | 5         | 5         | 5         | 5         | 5         |
| Security        |      | 5         | 5         | 5         | 5         | 5         |
| Misc Other      |      | 10        | 10        | 10        | 10        | 10        |
|                 |      | <u>61</u> | <u>62</u> | <u>68</u> | <u>77</u> | <u>81</u> |

- **Bank charges** – estimate for bank service charges.

### Facility Operation & Maintenance

- **Insurance** – estimated based on conversations with Excel network schools and insurance carrier.
- **Janitorial services** – estimated at 24,000sq ft @ \$.10 per month plus \$500 per month supplies and paper goods, with .50% increases by year.
- **Building and land rent / lease** – building is provided by Goodwill at no cost.
- **Repairs and maintenance** – facility repairs and maintenance provided by Goodwill at no cost. \$2,000 budgeted per year for operating equipment repairs with .50% increases by year.
- **Security services** – estimated at \$81,250 annually with .50% increases by year.
- **Utilities** – detail provided below. Estimate 1% increases by year:

| Description                   | Cost             |
|-------------------------------|------------------|
| Electricity \$37,200 annually | \$ 37,200        |
| Trash \$456 annually          | 456              |
| Water \$180 annually          | 180              |
|                               | <u>\$ 37,836</u> |

### Depreciation

- **Depreciation** – Capitalization policy on items of \$1,000 or greater. Detail of calculation provided below:

| Description                    | In Service | Cost   | Life | Annual Expense |           |           |           |           |           |
|--------------------------------|------------|--------|------|----------------|-----------|-----------|-----------|-----------|-----------|
|                                |            |        |      | Start Up       | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|                                |            |        |      | 8/31/2014      | 8/31/2015 | 8/31/2016 | 8/31/2017 | 8/31/2018 | 8/31/2019 |
| Video / Digital Messaging      | 7/1/2014   | 2,400  | 5    | 80             | 480       | 480       | 480       | 480       | 400       |
| Smart Boards                   | 7/1/2014   | 27,300 | 5    | 910            | 5,460     | 5,460     | 5,460     | 5,460     | 4,550     |
| PA System                      | 7/1/2014   | 2,000  | 5    | 67             | 400       | 400       | 400       | 400       | 333       |
| Security Cameras and DVRs      | 7/1/2014   | 30,000 | 5    | 1,000          | 6,000     | 6,000     | 6,000     | 6,000     | 5000      |
| Science Equipment              | 7/1/2014   | 5,000  | 5    | 167            | 1,000     | 1,000     | 1,000     | 1,000     | 833       |
| Computers                      | 7/1/2014   | 60,000 | 3    | 3,333          | 20,000    | 20,000    | 16,667    | -         | -         |
| Laptops                        | 7/1/2014   | 32,500 | 3    | 1,806          | 10,833    | 10,833    | 9,028     | -         | -         |
| Assistive Technology Computers | 7/1/2014   | 6,000  | 3    | 333            | 2,000     | 2,000     | 1,667     | -         | -         |
| Laptop                         | 9/1/2015   | 1,300  | 3    |                |           | 433       | 433       | 433       | -         |
| Laptops                        | 9/1/2016   | 3,900  | 3    |                |           |           | 1,300     | 1,300     | 1,300     |
| Computers                      | 9/1/2017   | 60,000 | 3    |                |           |           |           | 20,000    | 20,000    |
| Laptops                        | 9/1/2017   | 44,200 | 3    |                |           |           |           | 14,733    | 14,733    |
| Assistive Technology Computers | 9/1/2017   | 3,000  | 3    |                |           |           |           | 1,000     | 1,000     |
| Computers                      | 9/1/2018   | 20,000 |      |                |           |           |           |           | 6,667     |
| Laptops                        | 9/1/2018   | 3,900  |      |                |           |           |           |           | 1,300     |
| Assistive Technology Computers | 9/1/2018   | 3,000  |      |                |           |           |           |           | 1,000     |
|                                |            |        |      | 7,696          | 46,173    | 46,607    | 42,435    | 50,806    | 57,116    |

### Contingency Plan

Goodwill developed a risk assessment and contingency plan to ensure that cash will be available to fund the charter school should anticipated revenues not meet plan. In addition to Goodwill start up cash and a reserve of \$500 per student, we anticipate that mission services budget spending can be diverted to the charter program as needed.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.1. Board Policies

**BY-LAWS  
OF  
GOODWILL INDUSTRIES OF CENTRAL TEXAS**

ARTICLE 1

NAME AND PURPOSE:

1.1 Name

The name of the corporation is GOODWILL INDUSTRIES OF CENTRAL TEXAS. These by-laws have been adopted pursuant to authority evidenced in the Articles of Incorporation of the State of Texas. The amended articles of incorporation designated the name to be Goodwill Industries of Central Texas (GICT). The principal office of the corporation is located in the City of Austin, County of Travis and State of Texas.

1.2 Purpose

Our mission is to generate life-long connections to work.

The Corporation is formed exclusively to further and promote charitable, scientific and educational purposes, and the business and objects to be carried on and promoted by it are to provide job-related services and perform any activities which are permitted to be performed by corporations that are: (i) formed under the General Laws of the State of Texas; and (ii) exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States Internal Revenue Law (the "Code").

The Corporation is not organized for profit and no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers or other private persons.

Upon liquidation, dissolution or winding up of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation follow the guidelines as expressed in the Corporation's articles of incorporation.

This corporation shall conduct its operation only in: its Goodwill Industries International, Inc. (GII) assigned territory of Mason, Gillespie, Burnet, Travis, Lee, Caldwell, Gonzales, DeWitt, Llano, Blanco, Williamson, Hays, Bastrop, Fayette and Lavaca Counties, Texas ; other local Goodwill Industries' territories, with their approval and collaboration, and notice given to GII; and in other countries with like-minded social service organizations, after approval by the Board of Directors (Board) of GICT.

1.3 Relation to Goodwill Industries International, Inc.

GICT is a member of GII. In return for the general supervision and cooperative helpfulness afforded by GII, this corporation will pay GII, a monthly fee determined by GII. This fee is to be used in providing services and improving the program and efficiency of all Goodwill organizations, including the expansion of rehabilitation services in areas not served. It is not in liquidation of any loans, supplies, or contributions

provided by GII. Autonomy of the local members is one of the most valued traits of Goodwill Industries. This autonomy shall be preserved. All ultimate authority concerning the local members which it does not delegate to any other body shall remain vested in local Goodwill Industries.

## ARTICLE 2

### BOARD OF DIRECTORS

#### 2.1 Powers, Composition, Qualifications, Terms and Vacancies; Election

Powers. The Board shall have the powers and duties necessary and appropriate for the administration of the affairs of the corporation. The direction and management of the affairs of the corporation and the control and disposition of its properties and funds shall be vested in the Board.

Composition. The board will consist of no more than twenty (20) and no fewer than ten (10) Directors.

Qualifications. A nominee for a position on the GICT Board may not be related to or within the third degree of consanguinity or the third degree of affinity to a current Director or to a full-time employee of GICT, or its affiliated corporations.

Each Director must complete a criminal background check and may not serve as a Director if he or she has been convicted of a felony or a misdemeanor involving moral turpitude.

Terms and Vacancies. Directors shall be elected at an annual meeting. The term for each Director shall be three (3) years. Directors are eligible for two additional three (3) year terms. After a year's absence, a Director may be nominated to serve again for up to three additional terms. If the Board Chair's third three-year term expires at the end of his or her term as chair, then he or she may serve one additional year. If a Director is also a Director of the Board of GII, then he or she may remain on the GICT Board until his or her GII Board term expires. The Board shall declare a vacancy in any seat on the Board upon the expiration of the occupant's term, the death or resignation of the occupant, the disability of any occupant rendering him/her permanently incapable of participating in the management and affairs of the corporation, a Director's unexcused absence from 40% of a combined total of Board/Committee meetings in a six month period, or upon the majority vote of the Board.

Election. The Board shall be a self-perpetuating body. The manner of electing successors to the Directors and filling vacancies shall be as follows: At the Board's Annual Meeting, the Board shall declare all vacancies occurring during the preceding year, and the remaining Directors shall elect any successors. The Board Chair shall appoint a Board Governance Committee to assist the Board in identifying, recruiting, and recommending new GICT Board members. This Committee shall (a) establish the required and preferred qualifications, both professional and personal, for consideration as a candidate for the GICT Board considering demographic and other information, which it may obtain through GICT staff; (b) identify, recruit and evaluate candidates for positions on the Board, by conducting in-person interviews and inquiries into the backgrounds, qualifications and references of candidates identified by or recommended to the Committee; (c) consider national trends and laws relating to non-profit board composition; and, (d) recommend qualified candidates to the Board for approval.

The Governance Committee shall prepare slates of (a) new Director candidates and (b) returning Director candidates for the Board's consideration at the Annual Meeting. Prior to their nomination, the Committee will have confirmed that the Director will serve, if elected. The candidates may be voted upon as a slate or as individuals.

The Goodwill Education Board (GEB) will prepare slates of (a) new GEB Director candidates and (b) returning GEB Director candidates for the GICT Board's consideration at the Annual Meeting. Prior to their nomination, the GEB will have confirmed that the Director will serve, if elected. The candidates may be voted upon as a slate or as individuals.

Upon election, the Board Chair will select standing and ad hoc Committee Chairs and members in consultation with the President, sitting/former chairs, and/or Directors.

## 2.2 Orientation and Training

Upon election to the Board, each new Director will complete an orientation and training program, with logistical support provided by GICT staff. The program will educate the new Director on responsibilities, including planning, financial, development, and other aspects of GICT that require Board oversight. Additionally, each Director will attend the Board's annual retreat, and will take part in regular training sessions at Full Board and Committee meetings.

Members of the GEB will be required to undergo training as defined by 19 TAC, §100.1102.

## 2.3 Evaluation

The Board Governance Committee will lead the Board Performance Evaluation process annually and will present findings for possible Board discussion and action.

## 2.4 Meetings

The annual meeting of the Board shall be held within 6 months of the close of the fiscal year on such day and at such time as the Board may select. The Board will elect officers and will conduct other business deemed necessary.

## 2.5 Regularly-Scheduled Meetings

The Board will meet at least four (4) times per year, but meetings can be held as often as deemed necessary by the Chair.

Special meetings of the Board shall be held whenever called by the Chair or upon written request.

All regularly-scheduled GICT meetings will have a designated time to discuss GEB business and notice will be published in accordance with the Texas Open Meetings Act. In addition, if GEB business is to be discussed at the GICT special meeting, notice will be provided in accordance with the Texas Open Meetings Act.



## 2.6 Quorum

A majority of the Directors shall constitute a quorum for the transaction of business at all meetings of the full Board.

## 2.7 Committee Meetings

Committees generally meet every other month at a time and location determined by the committee. A quorum of board directors on the committee must attend or the meeting will be cancelled.

## 2.8 Place of Meetings

All board meetings will be held either at the registered office of the Corporation in the State of Texas, or at such other place within or without the State of Texas as may be designated by the Board and specified in the respective notices or waivers of notice thereof.

## 2.9 Meeting Attendance by Telephone

Individuals may attend any GICT Board or committee meeting by telephone conference call as long as all persons participating in the meeting can communicate with each other.

## 2.10 Notice

Notices of all meetings will be provided at least seven (7) days before the meeting takes place.

## 2.11 Signed Waiver of Notice

Whenever any notice is required to be given under the provisions of the Act or under the provisions of the Articles of Incorporation or the by-laws, a waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. A waiver of notice shall be effective whether signed before or after the time stated in the notice being waived.

## 2.12 Waiver of Notice by Attendance

The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

## 2.13 Notice by Common Carrier, Facsimile, Special (hand) Delivery, or Electronic Methods

Any notice required or permitted by these by-laws to be given to a Director, Officer, or member of a committee of the corporation may be given by common carrier, facsimile, special (hand) delivery or electronic methods. If common carrier-mailed, a notice shall be deemed to be mailed when deposited in the United States mail addressed to the person at his/her address as it appears on the records of the corporation, with postage prepaid. A facsimile or electronic mail/text shall be deemed to be delivered upon (1) confirmation of transmission, or receipt, or (2) lacking 24-hour notice of non-transmission, when received by the sender's machine. Special (hand) delivery mail shall be deemed to be delivered when

deposited in the appropriate mailbox or handed to the courier, addressed to the person at his/her address as it appears on the records of the corporation, with the fee prepaid. A person may change his or her address by giving written notice to the Secretary of the corporation.

#### 2.14 Use of Experts by the Board

The Board will hire, at its discretion, external advisors, consultants, or other professionals for specific, time-limited tasks.

### ARTICLE 3

#### GENERAL OFFICERS:

##### 3.1 Election

The Officers of this corporation shall consist of the Chair, Vice-Chair, Secretary, Treasurer, and the President of the corporation, and such other Officers as may be determined and selected by a majority of the Board. The President of the corporation shall not be a member of the Board but is an Officer of the corporation. At the annual meeting, the Board will elect the Officers from among the Directors. The Officers will hold office for a period of one (1) year and until their successors are elected and qualify. Board Officers may be elected to three (3) successive terms.

##### 3.2 Duties

The principle duties of the Officers are outlined below:

- a. Chair. The Chair shall preside at all meetings of the Full Board and shall perform such other duties as may be assigned to him/her from time to time by the Board.
- b. Vice-Chair. The Vice-Chair shall discharge the duties of the Chair in the event of his/her absence or disability for any cause whatsoever and shall perform such additional duties as may be prescribed from time to time by the Board.
- c. Secretary. The Secretary shall be responsible for ensuring that notice is given of all meetings of the Board, and that true minutes of all meetings of the Board are taken and maintained. The Secretary shall discharge such other duties as shall be assigned to him/her by the Board.
- d. Treasurer. The Treasurer shall be responsible for financial oversight, including ensuring that appropriate fiscal records are kept and ensuring that all funds are recorded, spent and monitored consistent with funder requirements, legal requirements and sound financial management. He/she shall also submit a report of the financial condition of the organization at its annual meeting of the Board and as such other times as the Board may designate.
- e. President. The President shall be the chief executive officer of the corporation and shall be responsible for the day-to-day operations including employment, supervision and termination of all other employees. The President shall keep the Board apprised on a regular basis on the status of the organization. The President may not authorize an expenditure of GICT funds in

an amount excess of \$50,000 without having first obtained the prior approval of a majority of the Directors.

### 3.3 Vacancies

If a vacancy of an Officer other than the President occurs in the corporation, such vacancy will be filled by the Chair. A new Officer will hold office until the next annual meeting and until his/her successor is elected and qualified. For the office of President, the Board will select an interim replacement through the recruitment process.

### 3.4 Compensation

No Director shall receive any compensation for his/her service on the Board. Directors may be reimbursed for expenses incurred on behalf of the corporation with prior approval by the Board. GICT loans of any kind are not permitted to Directors.

### 3.6. EXECUTIVE COMMITTEE

- (1) The Executive Committee may conduct the business and affairs of the Corporation between regularly scheduled Board meetings. The members include the immediate past Chair of the Board, the current Chair, Vice Chair, Secretary, Treasurer, GEB President, and one additional Board member who serves as a Member-At-Large.
- (2) The Executive Committee shall have the following specifically-designated powers:
  - (a) To act as a study committee to report various findings to the full Board thereby fostering a better and faster turnaround time for Board actions. The committee may act as a preliminary screening agent for future Board actions.
  - (b) To review and act on immediate problems facing GICT in between scheduled Board meetings.
  - (c) To annually evaluate the performance of the CEO and provide a written report and recommendation for approval by the full Board, and give the written report to the Chief Administrative Officer to place the recommendation in his/her personnel file.
  - (d) To annually review and approve the CEO's recommendation for highly-compensated employees, to provide guidance to the CEO, and to report this information to the Board. If it is apparent that the CEO is in noncompliance with federal guidelines, revisionary actions will be taken.
  - (e) To act as a Search Committee for a new CEO.
- (3) The Executive Committee may not:
  - (a) amend the Articles of Incorporation of the Corporation;
  - (b) amend, alter, or repeal the by-laws of the corporation or adopt new by-laws of the corporation;

- (c) commence the voluntary dissolution of the corporation or perform an act which would adversely impact its non-profit status;
  - (d) fill vacancies in the Board;
  - (e) fill vacancies in or designate alternative Directors of the Executive Committee;
  - (f) fill any board Directorship to be filled by reason of an increase in the number of Directors;
  - (g) elect or remove Officers or Directors of the Executive Committee;
  - (h) alter or repeal any resolution of the Board of the corporation;
  - (f) authorize the execution in the name of the corporation of any contract which would be material to the financial condition of the corporation (or otherwise incur any indebtedness in the name of the corporation or secured by the property or assets of the corporation in an amount in excess of \$50,000) without having first obtained the prior approval of a majority of the Directors of the Board of the Corporation.
- (4) The Chair of the Executive Committee shall be the Chair of the Board.

#### ARTICLE 4

##### CONFLICT OF INTEREST:

No Director or family member within the third degree of consanguinity or third degree of affinity of any GICT/GEB member may financially benefit from any contractual relationship with GICT or its affiliates or receive compensation in any form from GICT, the charter school, or any management company that operates the charter school.

The Board shall approve and adopt a Board Covenant that contains this Conflict of Interest Statement, a code of ethics, and a commitment statement. Each Director shall sign this form on an annual basis.

#### ARTICLE 5

##### APPOINTED OFFICERS AND AGENTS:

The Board may appoint such Officers and agents in addition to those provided for in Article 3, as may be deemed necessary, who shall have such authority and perform such duties as shall from time to time be prescribed by the Board. All appointed Officers and agents shall hold their respective offices or positions at the pleasure of the Board and may be removed from office or discharged at any time with or without cause, provided that removal without cause shall not prejudice the contract rights, if any, of such Officers and agents.

## ARTICLE 6

COMMITTEES:

The Board may create such committees as it shall deem necessary to assist in the discharge of its obligation.

## 6.1 Standing Committees, Ad Hoc Committees, and Other Special Board Groups

Standing committees will include the Executive Committee, and the Board Governance and Education Committee. Other Committees may include but are not limited to, such additional committees as a Finance and Services Committee, an Audit Committee, and a Development and Community Engagement Committee. The Chair may also form ad hoc committees as needed. Upon completion of its charge, an Ad Hoc committee is dissolved. Other Special Board Groups may include Advisory Councils convened of special populations with which the organization seeks information, advice, or other assistance.

## 6.2 Membership

All Committees and Groups are chaired by a Director, appointed by the Chair. The Committee or Group may elect a vice-chair to serve in the same capacity as the Chair in his/her absence. The Board Chair shall appoint committee members, in consultation with such members, as is appropriate based on their experience and professional expertise.

## 6.3 Votes

Committees recommend actions in the form of motions to the Board, after careful consideration of the issue at hand. The motion is delivered at the appropriate meeting of the Board by the Committee Chair or his/her designee. The Committee Chair shall ensure that the motion reflect the consensus of committee members. Advisory members have voice but no vote.

## 6.4 Other Duties

All other duties of the committee are advisory in nature unless delegated to the committee by the Board at a scheduled meeting or defined by the Board in the Committee's Charter. The Committee, unless expressly authorized in advance by the Board, shall not expend the resources of the organization or create any obligation of the organization. All Committees review applicable Policies.

## 6.5 Terms

Committee members serve one Board year (June-May) with an unlimited number of terms.

ARTICLE 7  
GOODWILL EDUCATION BOARD (GEB)

7.1 Open-Enrollment Charter School Governance

GICT, as the charter holder and governing body of a Texas open-enrollment charter, has the primary responsibility for implementing the public school program authorized by the open-enrollment charter and ensuring the performance of the students enrolled in its charter schools in accordance with the Texas Education Code. See 19 TAC, §100.1101.

GEB. The GICT Board (charter holder board and governing body of the sponsoring entity) has created the GEB to assist in the discharge of its obligation to run a charter school and other educational initiatives.

7.2 Powers, Non-delegable Duties, Composition, Qualifications, Terms and Vacancies, Election

**Powers.** The GEB shall manage the business, property and affairs of the charter school pursuant to 19 TAC, §100.1033(c)(6)(C).

**Non-delegable duties.** Except as provided in 19 TAC, §100.1033(c)(6)(C), the GEBs' powers and duties to operate the charter school shall not be delegated, transferred, assigned, encumbered, pledged, subcontracted, or in any way alienated by the governing body of the charter holder.

**Composition.** There shall be nine (9) voting Directors of the GEB, which number may from time to time be increased or decreased subject to the limitation that the Board shall never be reduced to less than three (3) nor increased to more than eleven (11) Directors. Except as otherwise provided in these By-Laws, all Directors shall have, and be subject to, the same and equal qualifications, rights, privileges, duties, limitations and restrictions.

**Qualifications.** A nominee for a position on the GEB may not be related to or within the third degree of consanguinity or the third degree of affinity to a current Director or to a full-time supervisory level employee of GICT, or its affiliated corporations. Directors must complete a criminal background check and may not serve as a Director if he or she has been convicted of a felony or a misdemeanor involving moral turpitude as outlined in the provisions of TEC, § 12.120.

**Terms and Vacancies.** The term shall be staggered. At the first meeting of the Board, the Directors will draw lots to determine the length of their term. The Elected Directors shall be divided into three classes as nearly equal in number as possible. The terms of Elected Directors in the first group expire at the first annual meeting of the Directors after their election, the terms of the second group expire at the second annual meeting of the Directors after their election, and the terms of the third group expire at the third annual meeting of the Directors after their election. At each annual meeting of the Directors held thereafter, Directors shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Directors shall be eligible for re-election or re-appointment; provided, however, no person may serve as a Director for more than three (3) consecutive three (3) year terms.

Any vacancy among the Elected Directors may be filled by the remaining Board, or if the Directors remaining in office constitute fewer than a quorum, by the affirmative vote of a majority of the Directors remaining in office. Any vacancy among the Appointed Directors shall be filled by the GICT board. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy and until a successor shall be elected and qualified.

The Board shall declare a vacancy in any seat on the Board upon the expiration of the occupant's term, the death or resignation of the occupant, the disability of any occupant rendering him/her permanently incapable of participating in the management and affairs of the corporation, a Director's unexcused absence from 40% of a combined total of Board/Committee meetings in a six (6) month period, or upon the majority vote of the Board. If a Director no longer meets qualifications to be a board member, removal shall be immediate.

Election. One-half (rounded down to the nearest whole number) plus one of the members of the GEB (the "Appointed Directors") shall be current GICT Board Directors in good standing and shall be appointed by the GICT board. The remaining members of the GEB (the "Elected Directors") shall be recommended and approved as provided in Article 2 of the GICT by-laws.

### 7.3 Orientation and Training

Upon election to the GEB, each new Director will complete an orientation and training program, with logistical support provided by GICT staff. The program will educate the new Director on responsibilities, including planning, financial, development, and other aspects of GICT that require Board oversight.

Members of the governing body of a charter school will be required to undergo training as defined by 19 TAC, §100.1102.

### 7.4 Meetings

Upon GICT's designation as a holder of an Open-Enrollment Charter all GEB meetings shall be conducted in accordance with the provisions of the Texas Education Code will be subject to the requirements of the Texas Open Meetings Act.

### 7.5 Annual Meetings

The annual meeting of the GEB shall be held within six (6) months of the close of the fiscal year on such day and at such time as the Board President appoints.

### 7.6 Regular Meetings

The Board will meet at least four (4) times per year, but meetings can be held as often as deemed necessary by the President. All regularly scheduled GICT meetings will have a designated time to discuss GEB business and notice will be published in accordance with the Texas Open Meetings Act.

### 7.7 Special Meetings

Special meetings of the GEB shall be held whenever called by the Chair of the GICT Board, the President of GEB, or upon written request. The notice for a special meeting of either the GE or GICT Board for the purpose of charter school business must be provided in accordance with the Texas Open Meetings Act.

### 7.8 Emergency Meetings

In the event of an emergency as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

### 7.9 Quorum

A majority of the Directors shall constitute a quorum for the transaction of business at all meetings of the full GEB.

At no time shall a quorum of the GEB or GICT board meet to deliberate any issues or business related to the charter school without posting the meeting in accordance with the Texas Open Meetings Act.

### 7.10 Place of Meetings

All GEB meetings will be held either at the registered office of the Corporation in the State of Texas, or at such other place within or without the State of Texas as may be designated by the Board of Directors and specified in the respective notices thereof.

### 7.11 Notice of Meetings

#### Board Director Notice:

Notice of all meetings of the GICT and GEB, except as herein otherwise provided, shall be given by mailing the same (whether by post or by electronic mail), by telephoning, or delivering personally the same at least seven (7) days before the meeting to the usual business or residence address of the Director as shown upon the records of the Corporation. Notice of any meeting of the Board of Directors may be waived in a document filed with the Secretary by any Director if the waiver sets forth in reasonable detail the purpose or purposes for which the meeting is called and the time and place of the meeting. Attendance at any meeting of the Board of Directors shall constitute a waiver of notice of that meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.



**Posting of Notice:**

Notice of any GEB meeting shall be posted in a conspicuous place at the principal office of the Corporation or at the Board's meeting place at least 72 hours prior to the meeting. Notice of any meeting shall at all times conform with the requirements of Texas Open Meetings Act.

**Emergency Notice:**

Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to two hours before such meeting.

**Closed Meetings:**

The agenda shall clearly state whether the board intends to convene in a closed meeting and shall identify separately each matter to be deliberated in the closed meeting and whether the board may take action on any such matter upon returning to the open meeting.

**7.12 Agenda**

At regular meetings of the GEB and charter school business meetings of the GICT Board, the order of business shall be established in an agenda approved by the GEB President and presented in the notice of meetings. However, the President may modify the order of the business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed on the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

**7.13 Resolutions**

All motions and resolutions of the GEB will be recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records will be maintained in accordance with state law and article 7.13 herein.

**7.14 Records**

The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board and committee meetings, the list of Directors, and copies of all other material as required by law. All records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records. The Corporation shall also comply with the Texas Public Information Act for all charter school related business.

**7.15 General Officers**

**Election.** The officers of the GEB shall consist of a President, Vice-President, Secretary, and such other officers as the Board of Directors may, by resolution, designate from time to time. Any two (2) or more offices may be held by the same person. The Board of Directors may, by resolution, create, appoint and define the duties of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the GEB is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

All officers shall be chosen annually by the GEB at the annual meeting of the Board and approved by the GICT Board of Directors. Each officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Directors or until a successor is chosen and qualified.

Duties. The principal duties of the officers are outlined below:

a. President. The President will preside at all meetings of the GEB, will appoint the chairperson and members of all standing and temporary committees, subject to the review of the GICT and GEB of Directors, and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the GICT and GEB. The Chairperson will also serve on the GICT Executive committee.

b. Vice-President. The Vice-President will preside at all meetings of the Board if the Chairperson is not present and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the GICT and GEB.

c. Secretary. The Secretary shall have the custody and care of the corporate records and the minutes book of the GEB. The Secretary shall attend all the meetings of the GEB, and shall keep, or cause to be kept, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees of the GEB, when required. The Secretary shall attend to the giving and serving of all notices of the GICT and GEB, shall file and take care of all papers and documents belonging to the GEB, shall authenticate records of the GEB as necessary, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the GICT and GEB. The Secretary shall prepared and maintain all the materials necessary to comply with the provisions of Texas Open Meetings Act and The Texas Public Information Act.

d. Assistant Officers. The GEB may from time to time designate assistant officers who shall exercise and perform such powers and duties as the officers for whom they are elected to assist shall specify and delegate to them, and such other powers and duties as may be prescribed by the code of By-Laws, the Board of Directors.

Vacancies. If a vacancy of an Officer occurs in the corporation, such vacancy will be filled by the Board Chair of the GICT Board. A new Officer who will hold office until the next annual meeting and until his/her successor is elected and qualified.

Compensation. No Director shall receive any compensation for his/her service on the GEB. Directors may be reimbursed for expenses incurred on behalf of the corporation with prior approval by the Board. GICT loans of any kind are not permitted to Directors.

#### Finances

Contracts. Only the GICT Board may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the GEB, and such authority may be general or confined to a specific instance; and unless so authorized by the GICT Board, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or render it liable pecuniary for any purpose or to any amount. The Board is specifically authorized to enter into (and from time to time amend) one or more "Charter School Agreements" with the Texas Education Agency.

Payments and Investments. The Board shall by resolution designate officers, agents or employees of the Corporation who may, in the name of the Corporation, execute drafts, checks and orders for the payment of money in its behalf; provided, however, that any expenditure in excess of fifty-thousand dollars (\$50,000.00) that is outside the ordinary course of operation shall comply with all By-Laws. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the GEB.

Audited Financial Statements. The Corporation shall maintain financial statements prepared in accordance with the unified accounting system prescribed by the State Board of Education and State Board of Accountants and shall engage an independent certified public accountant to audit such financial statements.

#### Texas Open Meetings Act

The Corporation and the charter school will comply with the Texas Open Meetings Act.

#### Texas Public Information Act

The Corporation and the charter school will appropriately respond to all Texas Public Information Act requests.

ARTICLE 8

SEAL:

This GICT shall have a common seal, being a circular seal of the following description, viz: GOODWILL INDUSTRIES OF CENTRAL TEXAS around the circle and date or organization in inner circle. The seal shall be in the custody of the President.

ARTICLE 9

AMENDMENTS:

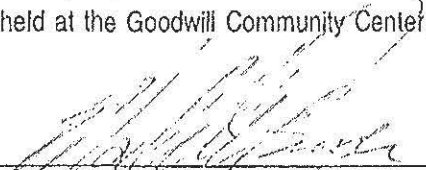
These by-laws may be amended by the Board at any meeting of the Board by the affirmative vote of a majority of the Directors of the Board.


ARTICLE 10

REVERSION CLAUSE:

In the event that the work of the Corporation shall be abandoned and this Corporation ceases to exist, the title to all its property remaining after payment of its debts will be distributed as outlined in the Articles of Incorporation.

APPROVED at a scheduled meeting of the GICT Board held at the Goodwill Community Center, Austin, Texas on the 22<sup>nd</sup> day of February, 2013.

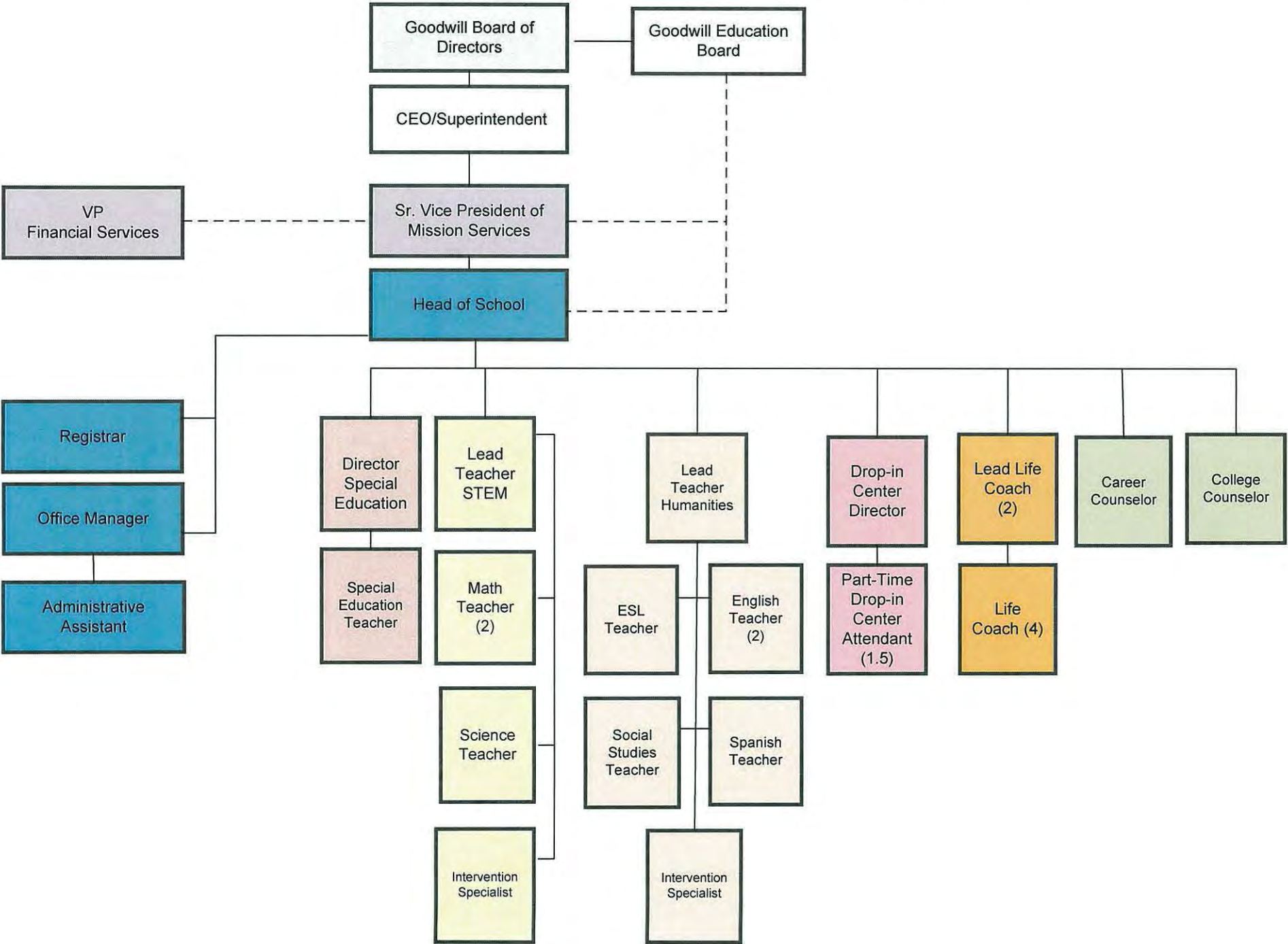
  
\_\_\_\_\_  
Chair: Mark Finger

  
\_\_\_\_\_  
Secretary: Anne Morgan

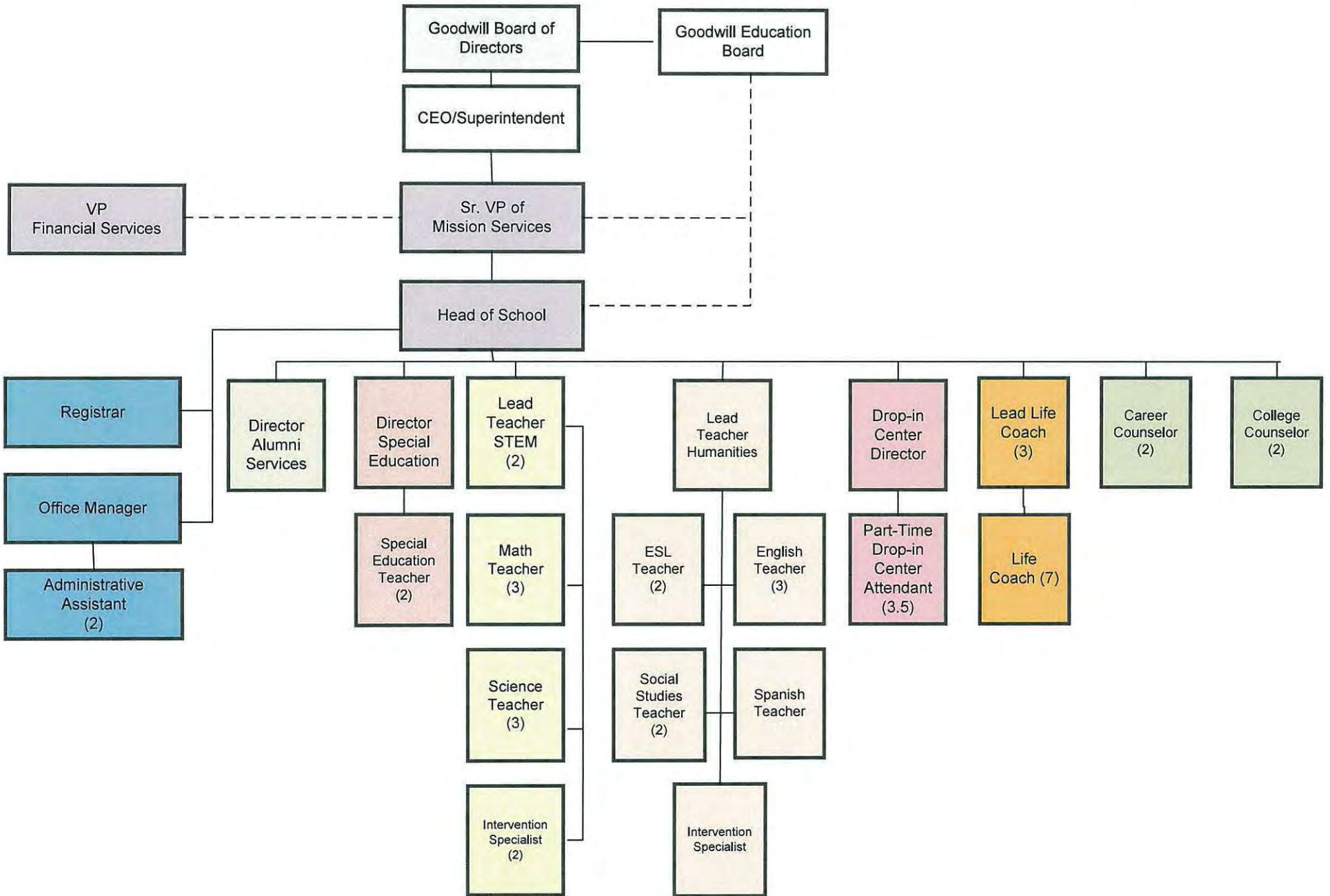
Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.2. Organization Charts

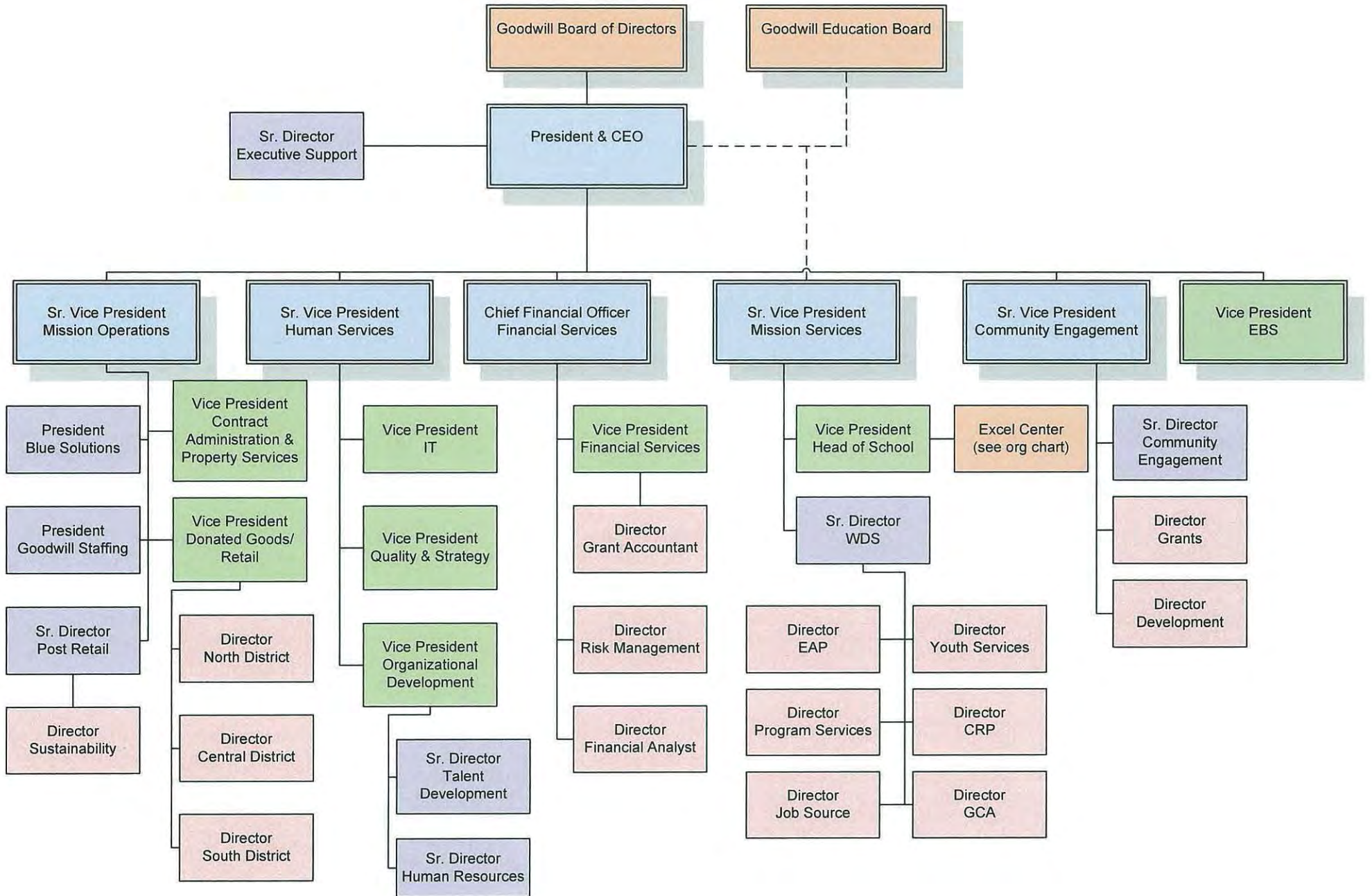
# Excel Center Year One



# Excel Center Capacity



# Goodwill Industries of Central Texas





Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment G.3. Ethics and COI Policies

## Board Director Covenant

**MISSION:** Goodwill's mission is generating lifelong connections to work.

**TERM:** Election to a three-year term. Exception: Term will be shortened to stay on cycle when filling a non-expired term or an election occurs mid-year. Directors subject to re-election.

### MEETING

**ATTENDANCE:** Quarterly Board Meetings (4-6 per year)  
Standing Committee Meetings (4-6 per year)  
Ad hoc Committee Meetings (as needed)

### RESPONSIBILITIES:

1. Advocate Goodwill's mission
2. Ensure effective fiscal and risk management policies
3. Engage in strategic planning
4. Select, support and annually review the chief executive's performance
5. Monitor Goodwill's performance
6. Actively participate in fund development
7. Identify, recruit and orient new board directors and committee members
8. Understand and respect the relationship between board and staff
9. Promote Goodwill's public image
10. Ensure that the board continuously improves its performance

### CODE OF ETHICS:

- I will do my best to meet the needs of those with barriers to employment.
- I will make my work client-driven whenever possible.
- I will treat others with respect.
- I will be a responsible steward of Goodwill Industries of Central Texas (GICT)'s resources.
- I will take no actions that could benefit me personally at the unwarranted expense of GICT.
- I will uphold all applicable laws and regulations.
- I will refrain from doing anything that may bring discredit to GICT.
- I will represent GICT in a fashion that is truthful and merits the public's trust.
- I will strive for personal and professional growth to improve my effectiveness.

### CONFLICT OF INTEREST:

It is the express intent of the Board Directors ("Directors") to ensure that no questions relating to a conflict of interest can ever be raised by members of the general public. This is especially important because GICT relies on public donations to provide its services to the community. Therefore, all Directors agree that, to avoid any appearance of impropriety, no Director or immediate family

member of a Director may (1) financially benefit from any contractual relationship with GICT or its affiliates, or (2) serve as a supervisory level employee of GICT or affiliates, during, and for a period of one (1) year following, the Director's service on the Board.

Only the Board may allow an exception to this policy, and may do so only by resolution approved by at least two-thirds of all Directors, based upon a finding that the contractual or employment relationship will assist GICT and is in the overall best interest of GICT and its mission. The Director who would, or whose immediate family member would, financially benefit from the contractual relationship or be hired as a supervisory level employee shall fully disclose the potential conflict prior to the Board's vote, and shall abstain from participation in that vote.

**COMMITMENT:**

As a member of the Goodwill Industries of Central Texas Board of Directors, I commit to the following for the 2013-2014 board term:

- I will sign the Annual Covenant.
- I will attend Full Board Meetings.
- I will attend Committee Meetings.
- I will attend the Board Retreat.
- I will commit to a \$1000 cash contribution per board year (June-May).
- I will attend a minimum of 2 (two) GICT events.\*
- I will submit and cultivate one name as board prospect
- I will send a minimum of 10 (ten) guests to attend The Real Goodwill tour per board year (June-May).
- I will commit to filling at least 1(one) table with 10 (ten) individuals at the annual Hall of Honor.\*\*
- I will participate in at least 3 (three) board learning opportunities.\*\*\*

I understand and accept this covenant as a Director of the Goodwill Industries of Central Texas Board.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

\* GICT events include store opening, sponsored luncheon, Hall of Honor, Thanksgiving potluck, holiday party, GCC or GRC plant meeting, etc.

\*\* At least half of the Hall of Honor guests per table have attended The Real Goodwill tour; 1 (one) must have the potential to become a GoodWorks Society member.

\*\*\* As defined under Responsibilities in 2013-2014 Board Director Notebook

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.1. Calendar and Schedule

# The Excel Center

## 2015-2016

### Academic Calendar

**July 15**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

**August 15**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 |    |    |    |    |    |

**September 15**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

**October 15**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  |    |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**November 15**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

**December 15**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

**January 16**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

**February 16**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 |    |    |    |    |    |

**March 16**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

**April 16**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**May 16**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 |    |    |    |    |

**June 16**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  |    |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |    |    |

**July 16**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |    |

**August 16**

| Su | M  | Tu | W  | Th | F  | Sa |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 |    |    |    |

|  |
|--|
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #4F81BD; border: 1px solid black;"></span> School Days          |
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #E31A1C; border: 1px solid black;"></span> PD Day for Staff     |
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #FFD700; border: 1px solid black;"></span> Staff & Students OFF |

**5 Terms**

|   |                 |
|---|-----------------|
| 1 | Aug 17 - Oct 13 |
| 2 | Oct 19 - Dec 18 |
| 3 | Jan 4 - Feb 26  |
| 4 | Feb 29 - Apr 29 |
| 5 | May 2 - Jun 23  |

**EOC Testing Estimates 2015-2016**

|                      |
|----------------------|
| 1st week of December |
| 2nd week of April    |
| 2nd week of May      |
| 2nd week of June     |

**iExcels**

|             |
|-------------|
| Aug 13 & 15 |
| Oct 12 & 13 |
| Dec 30 & 31 |
| Feb 25 & 26 |
| Apr 28 & 29 |

**Conference in Indiana**

|          |
|----------|
| Oct 16th |
|----------|

## Excel Center Class Schedule

### Weekly Schedule

| Period                           | Time                           | Monday     | Tuesday    | Wednesday  | Thursday   | Friday                       |
|----------------------------------|--------------------------------|------------|------------|------------|------------|------------------------------|
| Break                            | 8:30am - 8:45am                | Prep / A+  | Prep / A+  | Prep / A+  | Prep / A+  | STAFF PREP<br>TUTORING<br>A+ |
| <b>Period 1</b>                  | 8:45am - 10:15am               | Period 1   | Period 1   | Period 1   | Period 1   |                              |
| Break                            | 10:15am - 10:30am              | Break / A+ | Break / A+ | Break / A+ | Break / A+ |                              |
| <b>Period 2</b>                  | 10:30am - 12:00pm              | Period 2   | Period 2   | Period 2   | Period 2   |                              |
| Lunch                            | 12:00pm - 12:45pm              | Lunch      | Lunch      | Lunch      | Lunch      |                              |
| <b>Period 3</b>                  | 12:45pm - 2:15pm               | Period 3   | Period 3   | Period 3   | Period 3   |                              |
| Break                            | 2:15pm - 2:30pm                | Break / A+ | Break / A+ | Break / A+ | Break / A+ |                              |
| <b>Period 4</b>                  | 2:30pm - 4:00pm                | Period 4   | Period 4   | Period 4   | Period 4   |                              |
| Break (Ext.)                     | 4:00pm - 5:00pm                | Break / A+ | Break / A+ | Break / A+ | Break / A+ |                              |
| <b>Period 5</b>                  | 5:30pm - 7:00pm                | Period 5   | Period 5   | Period 5   | Period 5   |                              |
| <i>Ongoing Student Services:</i> |                                |            |            |            |            |                              |
| Resource Area                    | 8:00am – 8:00pm, Monday-Friday |            |            |            |            |                              |
| Drop-in Center                   | 8:00am – 8:00pm, Monday-Friday |            |            |            |            |                              |

#### Student Support Resources (open each weekday):

- Resource Area: Open 8am to 8:00pm
  - Provides A+ curricular support for self-directed learning
  - Students conduct TABE testing and basic skills
  - Tutoring available for students in need of additional assistance
- Drop-in Center (childcare): Open 8:00am to 8:00pm
  - Available for students' children (4 hour maximum)

Because of the variability of student schedules within the 8-week blocks of courses, a student may not take time in all four subjects during a given period. However, over the course of 16 weeks, a student will have significant time in the course subjects of the school. For a student enrolled in any one of these classes, however, he/she would have minimum instructional times for the following subjects:

- Language Arts: 1 ½ hours (90 minutes)
- Mathematics: 3 hours (180 minutes)
- Science: 3 hours (180 minutes)
- Social Studies: 1 ½ hours (90 minutes)

**Daily Schedule and Sample Course Offerings in Foundation Subjects**

| Schedule Time                        | Math                    |          | Science              | English & Life Skills                        | Social Studies | Remediation Courses   | Credit Recovery |
|--------------------------------------|-------------------------|----------|----------------------|--|----------------|---|-----------------|
| 8:30am - 8:45am                      |                         |          |                      |  |                |   |                 |
| <b>Period 1</b><br>8:45am - 10:15am  | Algebra I<br>Algebra II | Geometry | Chemistry<br>Biology | Writing Foundations<br>Financial Foundations | World History  | Basic Skills Development:<br>Math<br>BSD: Reading<br>Basic Skills Lab | A+              |
| 10:15am - 10:30am                    |                         |          |                      |  |                |   |                 |
| <b>Period 2</b><br>10:30am - 12:00pm |                         |          |                      | English I                                    |                | Basic Skills Development:<br>Math<br>BSD: Reading<br>Basic Skills Lab | A+              |
| 12:00pm - 12:45pm                    |                         |          |                      |  |                |   |                 |
| <b>Period 3</b><br>12:45pm - 2:15pm  | Algebra I<br>Algebra II | Geometry | Chemistry<br>Biology | English II                                   | US History     | Basic Skills Development:<br>Math<br>BSD: Reading<br>Basic Skills Lab | A+              |
| 2:15pm - 2:30pm                      |                         |          |                      |  |                |   |                 |
| <b>Period 4</b><br>2:30pm - 4:00pm   |                         |          |                      | English II                                   | US History     | Basic Skills Development:<br>Math<br>BSD: Reading<br>Basic Skills Lab | A+              |
| 4:00pm - 5:00pm                      |                         |          |                      |  |                |   |                 |
| <b>Period 5</b><br>5:30pm - 7:00pm   | A+                      |          | A+                   | English I                                    | A+             | (Certifications)  | A+              |



### Sample Student Calendar I

| Period                          | Time              | Monday              | Tuesday             | Wednesday               | Thursday                | Friday                |
|---------------------------------|-------------------|---------------------|---------------------|-------------------------|-------------------------|-----------------------|
| Break                           | 8:30am - 8:45am   | Prep                | Prep                | Prep                    | Prep                    | A+ TUTORING           |
| Period 1                        | 8:45am - 10:15am  | English I           | English I           | English I               | English I               |                       |
| Break                           | 10:15am - 10:30am | Break               | Break               | Break                   | Break                   |                       |
| Period 2                        | 10:30am - 12:00pm | US History          | US History          | US History              | US History              |                       |
| Lunch                           | 12:00pm - 12:45pm | Lunch               | Lunch               | Lunch                   | Lunch                   |                       |
| Period 3                        | 12:45pm - 2:15pm  | Writing Foundations | Writing Foundations | Writing Foundations     | Writing Foundations     |                       |
| Break                           | 2:15pm - 2:30pm   | Break               | Break               | Break                   | Break                   |                       |
| Period 4                        | 2:30pm - 4:00pm   | Math Lab            | Math Lab            | Math Lab                | Math Lab                |                       |
| Extended Break                  | 4:00pm - 5:00pm   | Off                 | Off                 | Off                     | Off                     |                       |
| Period 5                        | 5:30pm - 7:00pm   |                     |                     |                         |                         |                       |
| <i>Ongoing Student Services</i> |                   |                     |                     |                         |                         |                       |
| Resource Area                   |                   | Off                 | Off                 | Attends 4:00pm - 6:00pm | Attends 4:00pm - 6:00pm | Attends 8:30am-2:00pm |
| Child Care                      |                   | Not needed          | Not needed          | Not Needed              | Not needed              | Not Needed            |

This student attends school from 8:30am until 4:00pm each day. This student's schedule includes classes in English I, US History, a writing composition course and a self-directed Math Lab. The student also attends the Resource Area on Wednesday and Thursday evenings, as well as on Fridays and Saturdays.

### Sample Student Calendar II

| Period                          | Time              | Monday           | Tuesday          | Wednesday        | Thursday         | Friday                   |
|---------------------------------|-------------------|------------------|------------------|------------------|------------------|--------------------------|
| Break                           | 8:30am - 8:45am   | Off              | Off              | Off              | Off              | A+ TUTORING              |
| Period 1                        | 8:45am - 10:15am  |                  |                  |                  |                  |                          |
| Break                           | 10:15am - 10:30am | Reading Lab      | Reading Lab      | Reading Lab      | Reading Lab      |                          |
| Period 2                        | 10:30am - 12:00pm |                  |                  |                  |                  |                          |
| Lunch                           | 12:00pm - 12:45pm | Lunch            | Lunch            | Lunch            | Lunch            |                          |
| Period 3                        | 12:45pm - 2:15pm  | Math Lab         | Math Lab         | Math Lab         | Math Lab         |                          |
| Break                           | 2:15pm - 2:30pm   | Off              | Off              | Off              | Off              |                          |
| Period 4                        | 2:30pm - 4:00pm   |                  |                  |                  |                  |                          |
| Extended Break                  | 4:00pm - 5:00pm   |                  |                  |                  |                  |                          |
| Period 5                        | 5:30pm - 7:00pm   |                  |                  |                  |                  |                          |
| <i>Ongoing Student Services</i> |                   |                  |                  |                  |                  |                          |
| Resource Area                   |                   | Off              | Off              | Off              | Off              | Attends 10:30am - 2:30pm |
| Child Care                      |                   | 10:30am - 2:30pm | 10:30am - 2:30pm | 10:30am - 2:30pm | 10:30am - 2:30pm | 10:30am - 2:30pm         |

This schedule accommodates a student with a young child who needs to use the drop-in center for childcare while she attends classes. The student drops off her child at the Drop-in Center from 10:30am until 2:30pm each day (reaching the 4-hour limit on childcare in the drop-in center). During this time, the student is able to attend reading and math labs, as well as a basic skills instruction. In the afternoon – when the student has other child care alternatives – the student takes time away from school to drop off her child at another childcare option. At 7:30pm, the student returns to take her last course of the day. Her day ends at 8:45pm.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.2. Admission and Enrollment

## **The Excel Center - Admissions & Enrollment Policies**

Applications for the school year will be accepted beginning January 1 – March 10 of each year. Individuals who apply outside the application period (March 11 – December 31) will be added to the waiting list for spaces that become available throughout the school year. Applicants who have been placed on the waiting list during the school year who intend to enroll for the next academic year will be required to reapply during the next application window (January 1 – March 10).

Enrollment applications will be available online at [www.goodwillcentraltexas.org](http://www.goodwillcentraltexas.org). Families who are not able to access the online application will have the option of mailing or hand-delivering their application directly to the school. All online applications will have a date/time received, and all in-person or mailed applications will have a manually stamped date and time received. Online applicant names will automatically be transferred to a data system that will house all of the applicant's contact information (Student Name, Parent Name, Zoned School and School District, Student's DOB, Last School and Grade Attended, Phone Numbers, and Home Address). All handwritten applicant names will be manually added to the data system.

If there are more applications than seats available, a lottery will be conducted on March 18 or the closest weekday to March 18. The following people will be invited to attend the lottery: one student, one parent/guardian, one teacher, one board member, the Head of School, the Registrar, and an independent CPA. The public may attend.

The number of available seats will be pre-determined. Each student who has submitted an application for enrollment will have his/her name written on an index card. All completed index cards will be placed in a container and shuffled. The board member will hold the container as the Head of School pulls the names until all slots have been filled. As each name is pulled, the Head of School will read the name aloud and the Registrar will enter the name on a spreadsheet entitled "Admitted." The adult student in attendance will sit or stand in between the Registrar and Head of School; he/she will take the index card after the Head of School has read the name aloud and place it in a Ziploc bag marked "Admitted", and then he/she will look at the spreadsheet that the Registrar is using to enter names and make sure the name has been properly entered onto the spreadsheet.

After ten names have been entered, the Registrar will announce how many names have been entered in total, and how many seats remain. Once all seats have been filled, the Head of School will continue drawing names and all will continue to follow the above procedures, except that the Registrar will begin a new spreadsheet titled "Waiting List" and a new Ziploc bag marked "Waiting List" will be used to place the remaining index cards. At this juncture, names drawn from the container will be added to the waiting list in the order that they are pulled.

At any time during the drawing of names, the Registrar may ask how to properly spell a name, and the Head of School will spell it aloud. At any time the independent CPA may ask to have all

names read aloud for clarity. At any time the names in the Ziploc bags may be checked against the list of names on the spreadsheet—either on the “Admitted” or “Waiting List” page.

After all names have been drawn from the container, the Head of School and Registrar will ensure that the same number of names entered on both spreadsheets (“Admitted” and “Waiting List”) is equal to the number of index cards placed in both Ziplocs marked “Admitted” and “Waiting List” in order to make sure no index cards were lost during the lottery. The independent CPA will confirm that all numbers match.

Although The Excel Center will exempt the following students, it will not rank the exemptions to the lottery:

- Returning students
- Siblings of returning students
- Children of the school’s founders and staff members

A waiting list will be developed for those applicants who were not admitted through the lottery. For those students who applied during the application period, names will be added to the waiting list in the order they were pulled from the container at the lottery. Names received outside the application period will be added in the order they are received by the school via the Website, mail, or in-person. The school will accept applications outside of the designated application period and will admit students if there is space available. If there are no seats available, those applicants will be placed at the end of the waiting list.

The Excel Center will make admission decisions without regard to sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the student would otherwise attend in accordance with *TEC, §12.111(a)(6)*.

The Excel Center retains the right to exclude a student from admission who has a documented history of a criminal offense, juvenile court adjudication, or discipline problems under TEC Subchapter A, Chapter 37.

The Excel Center will admit students who have successfully completed the required application materials. The application forms must provide the following information regarding the student and parent/guardian information (where applicable):

- Applicant’s name
- Applicant’s zoned school and school district
- Applicant’s date of birth
- Last school and grade attended
- Contact information
- Home address
- School relationship (i.e. sibling or related to founder/staff)

Residency will be verified within 60 days of enrollment.

Applicants will not be required to provide transcripts or other academic records until after they are offered admission and are enrolling.

Once students are admitted, each one will be called to schedule a time to enroll. Students will be asked to complete and return the enrollment paperwork, which will include the following:

- Birth certificate
- Social Security or state approved alternative identification number
- Driver's license and/or passport (if applicable)
- Student's race
- Student's gender
- Emergency contact information
- Home language survey
- Request for release of school records
- Participation in child care drop-in center
- Transportation needs
- Marketing information (how the student heard about The Excel Center)
- Special Needs Questionnaire

No student will be denied enrollment to The Excel Center based upon failure to provide enrollment information or review with the exception being the determination of false information.

If the charter is granted, The Excel Center will submit a copy of all brochures and information concerning applications and admission to the TEA for review and approval prior to distribution.

The Excel Center will not specialize in performing arts.

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## Attachment O.3. Discipline Policy

## **The Excel Center - Discipline Policy and Student Code of Conduct**

The purpose of the Code of Student Conduct is to provide fair and reasonable rules and procedures to promote human development and to ensure that students do not engage in conduct that in any way interferes with the education of The Excel Center students. If a student chooses to engage in any of the following behaviors, the student will be dismissed from The Excel Center campus immediately.

- Respect for building, staff and students
  - Displaying any behavior that is disruptive to the orderly process of classroom instruction
  - Loitering
  - Cursing
  - Smoking on campus
  - Littering trash and/or cigarette butts anywhere on campus
- Attendance and Tardiness
  - Failing to attend class without a valid reason
  - Arriving more than 5 minutes late for class without contacting instructor and life coach
  - Persistent tardiness to school or class
  - Leaving the classroom without permission
- Cell Phones
  - Answering phone calls in class
  - Cell phones not on silent/vibrate during class
  - Texting in class
- Dress Code
  - Clothing that reveals the breasts, midriff or butt area
  - Clothing that depicts lewd, offensive, vulgar, or obscene pictures and/or writing

### **Expulsion:**

After a proper investigation and hearing, a student may be expelled when his or her behavior renders it appropriate. Poor attendance or repeated offenses can lead to expulsion.

When the Head of School or designee makes a recommendation for expulsion of students, the Head of School or designee may suspend the students until the conclusion of expulsion proceedings. This may occur if the Head of School believes that the students must be suspended immediately to prevent or substantially reduce the risk of:

- Interference with an educational function or school purposes; or
- A physical injury to themselves, other students, school employees, or visitors to the school.

Expulsion is mandatory for:

- Bringing, using, or possessing a weapon. Expulsion from school for a period of not less than one year shall be mandated for a student who is determined to have brought a firearm to school, except that the hearing officer or the Senior Vice President, Mission Services may modify the expulsion order on a case-by-case basis.
- Theft or robbery as defined in Texas code.

- Commission of an act, which, if committed by an adult, would be first- or second-degree assault as defined in Texas code.
- The possession of a drug of controlled substance as defined in Texas code.
- Threats, bullying, and intimidation will not be tolerated at school or in connection with students, families, and staff of The Excel Center. Students will be subject to expulsion for verified acts which threaten, bully or intimidate others.
- Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to expulsion.

**Building Personal Responsibility at The Excel Center:**

The purpose of disciplinary action at The Excel Center is to ensure that both individual students and the school community stay focused on growth and learning. Depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

**Student warning, oral or written:**

Immediate resolution of the problem or issue is expected.

**Participation in Instructional Program:**

A student may be expected to: attend a course such as anger management, conflict resolution, peer mediation or stress reduction; participate in group or individual counseling, or attend other programs intended to redirect the student's perceptions and behavior.

**Remuneration:** A student may be expected to perform service to correct or repair any damages or harm which may have resulted from the student's behavior.

**Expulsion:** After a proper investigation and hearing, a student may be expelled when their behavior renders it appropriate. Poor attendance or repeated offenses can lead to expulsion.

When the Head of School or designee makes a recommendation for expulsion of students, the Head of School or designee may suspend the students until the conclusion of expulsion proceedings, if the Head of School believes that the students must be suspended immediately to prevent or substantially reduce the risk of:

- A. Interference with an educational function or school purposes; or
- B. A physical injury to themselves, other students, school employees, or visitors to the school.

The Head of School or designee shall file a written charge with the Senior Vice President, Mission Services. If the Senior Vice President, Mission Services deems that there are reasonable grounds for expulsion, he or she shall appoint a Hearing Examiner.



### Threats and Bodily Harm to Others

Threats, bullying and intimidation will not be tolerated at school or in connection with students, families and staff of The Excel Center. Students will be subject to expulsion for verified acts which threaten, bully or intimidate others.

Fighting will not be tolerated at school. A student who physically strikes another individual will be subject to expulsion.

### The Excel Center Progressive Discipline Standard Operating Procedures

Purpose:

- To assist the student in understanding that a performance problem and opportunity for improvement exists.
- To assist the student in overcoming performance problems and satisfy Center expectations.
- To prepare students for conduct that is expected in the workplace.
- To provide students with opportunities for due process in disciplinary actions.

#### Progressive Discipline Steps

|   |   |
|---|---|
| <b>Counseling /<br/>Restatement of<br/>Expectations</b> | Counseling by the coach is the initial step to mentor or modify performance <ul style="list-style-type: none"><li>• Meet with the student and affirm expectations regarding performance.</li><li>• Discuss the performance deficit or behavioral concern.</li><li>• Provide a timeline and resources for improvement.</li><li>• Report consequences for no improvement.</li><li>• Document in student file.</li></ul>   |
| <b>Verbal Reprimand</b>                                 | After an investigation, follow the procedure outlined above for the counseling process. Discuss previous informal efforts and the current problem. A note should be in the student's file documenting the verbal warning.   |
| <b>Written Reprimand</b>                                | At this time, the coach or instructor may want to consult the Head of School. After an investigation, follow the procedure outlined above for the counseling process, with the exception of providing documentation to the employee in the letter of reprimand. The letter should outline previous informal efforts and the current problem. Tools such as attendance improvement plans, behavior improvement plans and performance improvement plans can be used at this stage. These plans can be used at increments of 30, 60 and 90 days. Send copies of the signed letter and improvement plan to appropriate staff and to the student file. Student may be referred for a hearing after two written reprimands. |

|   |  |
|---|--|
| <b>Short Suspension (or equivalent)</b> | Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing. |
| <b>Long Suspension (or equivalent)</b>  | Fully investigate the concern, followed by discussion with the student. Summarize previous progressive discipline and the current problem, and specify the timeframe for suspension in writing. Identify further discipline and possible termination as a potential consequence for not meeting and maintaining standards for improvement. Provide copies as for the written reprimand. Student must have a hearing before returning to the Center. Record of progressive discipline must be submitted to the panel of staff/students sitting in on the hearing. |
| <b>Expulsion</b>                        | Expulsion may be necessary when discipline is not successful in improving performance. The coach and/or instructor should review the performance history and record of progressive discipline with the Head of School. Schedule a final meeting to include the coach and/or instructor, Head of School and the student at which a letter of expulsion is provided. If necessary, the expulsion notice may be sent via certified mail. Provide copies for previous disciplinary measures.   |

**Hearings:**

Hearings should consist of two staff and two students. They are responsible for determining guilt or innocence. They make recommendations for retention or expulsion to the Head of School. They can impose additional consequences/sanctions. The panel of staff/students will provide documentation of the hearing for the student’s file. They are to notify the student of decisions made. They are also responsible for explaining the appeal process.

**Appeals:**

Students have the right to appeal recommendations made by the panel. An appeal must be made within 30 days of the hearing to the Head of School.

To initiate an appeal, the student (or the student’s guardian) must notify the Head of School of the appeal in writing within seven (7) calendar days of notice of the expulsion. The board will

review the events that transpired prior to the expulsion decision. During the next scheduled Board meeting, the board will review the decision and decide whether the expulsion should be overturned. The Board will then ask the Head of School to I notify the parents or guardians of its decision in writing within five (5) calendar days of when the decision is made.

**Discipline with Students with Disabilities:**

In the event that a student with a disability exhibits behavior that would normally warrant expulsion, a committee will meet to determine whether the student's behavior was a direct result of his/her disability. In the event that the behavior was a result of a disability, the student's Section 504 plan will be amended to include a functional behavior plan which outlines the actions a student must take to modify his/her behavior and the timeline in which the modification must take place. The student and parent/guardian (where applicable) will be required to sign the functional behavior plan, stating that he/she understands that failure to modify behavior within the specified time period will result in expulsion.

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## Attachment O.4. Personnel Policies



# **Employee Handbook**

**A Division of Goodwill Industries of Central Texas**

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## Welcome

On behalf of Goodwill Industries of Central Texas, I welcome you to THE EXCEL CENTER. We all hope your future with us will be long and rewarding for you personally, and that you have a positive impact on all students with whom you work.

This handbook is designed to be a reference to the practices and policies of our schools. If there is anything within that raises a question, please do not hesitate to ask your supervisor. Our success to date can be traced directly to a staff that works together towards common goals. It is important to us that you understand what we are about as a school and how you contribute towards our success.

On the following pages, you will see our mission and our core values. To us, these are not just words on paper. Our aim is to live the mission according to our values every day. We have tried not to create a long set of rules that cover all conceivable situations, but to set out a framework that gives a firm sense of how to work.

Every day, I walk into a building that says in large block letters, "Community Center," and I believe those two words ring even more true now. Our collaborations and partnerships have gotten us here, and will propel us into the future. Through our engaged community members, a passionate board that works tirelessly on our behalf, and a dedicated staff at all levels (My appreciation for our servant leaders knows no bounds) we can make this happen. As we move into the uncharted waters of education, retail, and community partnerships, I believe that Goodwill holds the compass to success, but it will take all of us to navigate our ship safely.

Your future and the future of THE EXCEL CENTER are now intertwined. Your contribution will lead directly to student success, and our efforts as a corporation will allow you to grow professionally and personally. We consider our talented and dedicated employees to be our most valuable resource. Thank you for joining us and helping make this a gratifying and energetic place to work. I look forward to working with you.

Gerald L. Davis, President/CEO  
Goodwill Industries of Central Texas



## History

Goodwill Industries was founded in 1902 in Boston by Rev. Edgar J. Helms, a Methodist minister and early social innovator. Helms collected used household goods and clothing in wealthier areas of the city, then trained and hired those who were poor to mend and repair the used goods. The goods were then resold or were given to the people who repaired them. The system worked, and the Goodwill philosophy of "a hand up, not a hand out" was born. Since then, Goodwill Industries International has expanded to more than 182 cities in the United States and 34 foreign countries.

Dr. Helms' vision set an early course for what today has become a \$2.4 billion nonprofit organization. Helms described Goodwill Industries as an "industrial program as well as a social service enterprise...a provider of employment, training and rehabilitation for people of limited employability, and a source of temporary assistance for individuals whose resources were depleted." Although all Goodwills share a common philosophy of assisting people with disabilities or other critical needs in their efforts to become meaningfully employed and independent, each Goodwill is autonomous, allowing the individual agencies to respond to the needs of their particular communities.

Goodwill Industries of Central Texas is a private, non-profit, 501(c)3 organization dedicated to the mission of providing job-related services for people with barriers to employment. Established in 1958 in Austin, Goodwill served 69 people in its first year of operation. Goodwill now serves thousands of people annually, helping them to gain new job skills and start new lives of independence. Goodwill works in tandem with a wide variety of human service agencies in order to provide the best support network possible for people with disabilities and disadvantaging conditions who are seeking employment. Every day Goodwill helps 5 Central Texans find a job in our community.





## Introduction

This handbook is designed to give a brief and general overview of personnel policies and benefits of THE EXCEL CENTER. Every employee should read, understand, and comply with the provisions of this handbook. It describes many of the responsibilities of employees and outlines benefits available to them. It is important to understand that changes in conditions (internally or externally) may require changes to policies contained in the handbook. Goodwill Industries of Central Texas (GOODWILL) reserves the right to make those adjustments and periodically update the handbook with additions, deletions and revisions. When that occurs, employees will be asked to acknowledge receipt of the changes and agreement with them. This acknowledgment may occur on paper or electronically.

## Employment at Will

Employment with THE EXCEL CENTER is at-will. This means that regardless of any provision in this employee handbook, either you or GOODWILL may terminate the employment relationship at any time, for any reason, with or without cause or notice. Nothing in this employee handbook or in any document or statement, written or oral, shall limit the right to terminate employment-at-will. This document is not a contract of employment.

## Intent to Return Guidelines

Transparency and open communication are important to our schools' success. To support these goals, we encourage ongoing conversations between all employees and their managers with regard to their career paths. While we hope all our employees enjoy a long career with our organization, we know there may be times when an individual will decide to leave. To ensure a smooth transition for any exiting employee and our students, our Head of School will send a letter of intent annually. To assist in staff planning, each staff member will be asked to provide a reasonable indication of their intention to return for the new school term. As long as you provide this notice and are able to finish the school year, THE EXCEL CENTER will pay you up to the first pay period of the new school year.

## Definitions

Throughout this document, some terms are used that have the following definitions:

- **Certified Staff** – Refers to any staff member with a teaching license who participates in the Teachers' Retirement System (TRS) of Texas.
- **Non-Certified Staff** – Refers to all staff members who are not eligible for TRS.
- **School Calendar** – Each school's calendar will be updated and delivered annually to staff.
- **Full Time** – Refers to employees who work at least 30 hours per week and are thus eligible for benefits.
- **Part-Time** – Refers to employees who work 29 or fewer hours per week.
- **Exempt Employee** – Refers to any employee that is exempt from receiving overtime pay in excess of 40 hours per week.
- **Hourly Employee** – Refers to any employee that is paid an hourly rate of pay.



## Who We Are

The mission of THE EXCEL CENTER is to provide individuals who have dropped out of high school with the opportunity and support to earn a high school diploma and begin postsecondary education. Students will also develop career paths in sectors of the local economy that offer high employment and growth opportunities. The school will meet students where they are in their education by providing a flexible structure and curriculum delivery, and by helping students to develop supportive relationships that will help them manage work, life, and family responsibilities as they achieve their academic and career goals. We are proud to be part of the GOODWILL family and support the following:

### Corporate Mission Statement

Goodwill Industries of Central Texas is a community resource that generates lifelong connections to work.

### Vision Statement

We envision a world where every person has access to meaningful work.

### Historic Values

- Everyone matters. Each person is valuable, capable, and worthy.
- We conduct ourselves with integrity. We behave ethically, communicate with honesty, and work as a team with trust and accountability.
- We focus on strengthening families as the best way to help individuals.
- We value our planet. We make decisions that honor our commitment as stewards of the environment.
- Retail success allows us to fund our mission and meet the needs of the people we serve and employ.
- Our entrepreneurial spirit drives innovation to create opportunities.
- Collaboration is powerful. We lead efforts among those who serve our local and global community.

### Basic Principles

GOODWILL is distinguished through its fully inclusive culture. We maintain a positive and open work environment. Culture starts with a value system, and supporting these values through action is the ultimate challenge.

GOODWILL embraces an important concept called 'servant leadership.' Through this approach, the leaders of the organization are actually at the bottom of an inverted organizational chart. It is their primary duty to serve, coach and enable employees to succeed.

To quote author James A. Autry, "there are five ways of being" that must be fulfilled if one is to embrace this approach—they are not easy: be authentic, be vulnerable, be accepting, be present, and be useful.



## Standards of Conduct

The following Standards of Conduct are established to ensure everyone works together efficiently, effectively, and harmoniously. All employees have the responsibility to adhere to these basic standards of conduct and behavior. By doing so, THE EXCEL CENTER becomes a better place to work for everyone. **Department or location management** will establish necessary guidelines to ensure compliance with these standards. Contact your supervisor if you have questions about these standards or their enforcement.

Behave in a mature, responsible and professional manner consistent with the organization's historic values and basic principles. Never engage in criminal activity, dishonest acts, immoral conduct or unethical behavior, which is detrimental to GOODWILL's operations. This includes but is not limited to adherence to GOODWILL's Corporate Compliance Program.

Develop positive relationships with co-workers, customers, and other people conducting business with THE EXCEL CENTER. Treat others in a respectful and dignified manner and comply with GOODWILL's EEO & Non-Harassment and Grievance Process.

1. Follow specific work rules established by department or location management.
2. Protect the well-being of THE EXCEL CENTER's students and parents. All employees are required to assume a professional role with these individuals and never compromise the reputation of THE EXCEL CENTER through incidents of misconduct, verbal or physical abuse, or other acts deemed to be improper.
3. Follow THE EXCEL CENTER's Drug-Free Workplace Policy. Never be intoxicated or under the influence of a controlled substance while at work. The illegal use, making, possession or sale of a controlled substance in any quantity while on company premises is prohibited.
4. Maintain THE EXCEL CENTER's non-violent requirements, including never threatening, intimidating or coercing fellow employees, customers or guests of THE EXCEL CENTER on or off company premises at any time, for any purpose. Never possess firearms, weapons or explosives on company premises or while on duty.
5. Maintain production or quality standards, and follow instructions properly issued by your manager pertaining to work assignments. Follow all established safety rules.
6. Maintain consistent and dependable patterns of attendance and communicate with your manager immediately if you are unable to report to work on time or as scheduled. Your manager will maintain a record of your attendance and inform you of any concerns regarding your attendance that may lead to disciplinary counseling or action.
7. Maintain the confidentiality of company records, including but not limited to proprietary information, employee records, and student records.



## Equal Employment Opportunity & Non-Harassment

### EEO

GOODWILL is an Equal Opportunity Employer. We provide equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, status as a Vietnam-era or special disabled veteran, or any other protected status in accordance with applicable federal laws. In addition, Goodwill complies with applicable state and local laws governing nondiscrimination in employment including, but not limited to, hiring, work assignment or placement, promotion, transfer, termination, layoff, leaves of absence, compensation and training opportunities.

### Sexual Harassment

We are committed to providing a productive work environment that is free of discrimination of any kind. The law and company policy prohibits any form of harassment that has the purpose or effect of unreasonably interfering with an individual's work performance, or which creates an intimidating, hostile or offensive work environment. You should not be teased, made fun of, put down, joked about, laughed at or made to feel different or an outsider because of your race, color, ethnic background, national origin, sex, religion, age, disability, sexual orientation, marital status, status as a Vietnam veteran, status as a special disabled veteran, or any other protected factor. This policy prohibits harassment in any form, including verbal, written, physical, or visual harassment.

With respect to sexual harassment, **we prohibit:**

1. Unwelcome sexual advances; requests for sexual favors; and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
  - b. Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
  - c. Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
2. Offensive comments, jokes, innuendoes, and other sexually oriented statements.
3. An employee in a Supervisory position being involved in a relationship with a subordinate.
4. An employee of THE EXCEL CENTER being involved in a relationship with a student.



## What to do if you believe you are experiencing harassment

We encourage employees who believe they have been harassed to firmly and promptly inform the offender directly that his or her behavior is unwelcome. However, we recognize that certain working relationships may make this difficult or impossible. If direct communication between individuals is ineffective or impossible, promptly report the facts of the instance and the names of the individuals involved to their Supervisor, Director of their Department or the Sr. Director of Human Resources (512-637-7547). The Sr. Director of Human Resources or designee will investigate the allegations. If you believe it would be inappropriate to discuss the matter with your Supervisor or Department Director, you should report the incident directly to the Sr. Director of Human Resources. If the complaint involves the Sr. Director of Human Resources, the matter should be reported to the Senior VP of Human Services, 1015 Norwood Park Boulevard, Austin, TX 78753; phone, 512-637-7133; fax, 512-637-7433; email, [andrea.salinas@austingoodwill.org](mailto:andrea.salinas@austingoodwill.org).

An investigation will take place and the appropriate corrective action will be taken. Your complaint will be kept confidential to the maximum extent possible. Any employee who is found, after an investigation, to have engaged in sexual or other harassment of another employee will be subject to disciplinary action, up to and including termination. This policy is based in Title VII of the 1964 Civil Rights Act. If you have any questions regarding this policy, or require assistance accessing help, feel free to contact the Human Resource Department.

You may also use the **external hotline 1-800-624-9178** if you wish to report unethical behavior.

## Open Communication & Grievance Process

The Excel Center will have a grievance procedure that allows complaints to be heard from parents/guardians, students, employees and citizens at several levels, with the opportunity to be heard by the Goodwill Board, which will exercise final authority in these matters. The appropriate grievance procedure will be outlined in the Parent/Student Handbook and will be communicated to parents and students during meetings, conferences, and through written communications. Grievance procedures will also be available on our website under Board policies and procedures.

The Excel Center will encourage all complaints to be heard and resolved at the initial level; however, all have the right to be heard and decided by the Goodwill Board. Should a problem arise, at any point, the following steps will be taken to resolve the grievance:

Step 1: The person filing the complaint should talk to The Excel Center teacher or staff member about his/her concerns. Students may have an advocate of their choosing (i.e. family member) assist them with the grievance process.

Step 2: If the grievance is not resolved within five (5) working days, it may be presented in writing to the Head of School. The Head of School will then respond in writing to the grievance within five (5) working days, and both the original grievance and the response will be placed in the student's file.



Step 3: If the grievance is not resolved satisfactorily by the Head of School, then it should be presented in writing to the Senior Vice President of Mission Services, who will respond in writing to the grievance within five (5) working days. The response will be placed in the student's file.

Step 4: If the grievance is not resolved after being presented to the Senior Vice President of Mission Services, it may be presented, in writing, to the President/CEO, who will respond within five (5) working days. The response will be placed in the student's file.

Step 5: If the grievance has not been resolved after being presented to the President/CEO, it will be heard by the Goodwill Education Board at its next regularly scheduled meeting.

Step 6: If the grievance has not been resolved after being presented to the Goodwill Education Board, it will be heard and decided by the Goodwill Board at its next regularly scheduled meeting. This decision will be final and binding.

You may also use the **external hotline 1-800-624-9178** to report unethical behavior.

### **Drug-Free Workplace Policy**

GOODWILL is committed to providing a safe and productive work environment. Employees are expected to report to work each day fit to perform their jobs. To meet these objectives and certain obligations under federal and state laws, a firm and positive stand is taken against substance abuse. This policy is intended to ensure a drug-free work environment for the benefit of employees and customers.

In compliance with the Drug Free Workplace Act of 1992, the use of a controlled substance is inconsistent with the behavior expected of employees, future employees and visitors to our locations. The abuse of controlled substances creates unacceptable safety risks and undermines the company's ability to operate effectively and efficiently. We have a detailed substance abuse policy that is found in this handbook. Please contact the Human Resources Department if any questions arise concerning this policy.

### **Drug-Free Workplace Act**

The Drug-Free Workplace Act of 1992 requires THE EXCEL CENTER to:

1. Establish a drug-free workplace policy that prohibits using, making selling, possessing and/or distributing drugs in the workplace; and to
2. Establish a drug-free awareness program to inform employees of the drug-free workplace policy, inform employees of the adverse effects of drug use, outline penalties that will be imposed for violation of the policy, and provide information concerning the availability of drug counseling, rehabilitation or other assistance programs.

### **Substance Abuse in the Workplace**

According to the U.S. Department of Labor, substance abuse in the workplace is on the rise. The chances a company employs a substance abuser are greater today than in the past several years. Recent studies indicate that 71 percent of all drug users over 18 are employed either part- or full-time.



Research indicates workers with substance abuse problems are more likely to have extended absences from work, show up late, be involved in workplace accidents and file workers' compensation claims costing billions of dollars a year.

Understanding the serious nature of this problem, becoming familiar with applicable laws and regulations, and following the simple steps detailed under "Employee Responsibilities" can help you and THE EXCEL CENTER combat this workplace problem.

### **Employee Responsibilities**

Illegal drug use at work poses a danger to you, to fellow workers and to students and parents. If you use drugs on the job or come to work in an impaired condition, you could endanger those around you. To avoid problems:

1. Never report to work in an impaired condition due to drug or alcohol consumption.
2. Report any such activity on the part of co-workers to your supervisor.
3. If you have a problem with drug abuse or alcoholism, take advantage of counseling or treatment. Resources can be obtained through Goodwill.

Substance abuse can cost you your job. THE EXCEL CENTER legally prohibits the use of drugs and alcohol in the workplace and also prohibits you from coming to work under the influence of drugs and/or alcohol. You may be disciplined or terminated for the use, possession, or distribution of drugs in the workplace.

### **Drug & Alcohol Testing**

We are a federal contractor within the meaning of the Drug-Free Workplace Act of 1992. Consequently, we are required to take certain steps toward maintaining and certifying to federal contractors that we strive to maintain a drug-free workplace. Accordingly, we adopted the following policy.

We prohibit employees and recipients of services (i.e., consumers) from engaging in the unlawful manufacture, distribution, dispensation, possession or use of controlled substances in our workplace. The workplace includes not only our physical facilities, but all sites within the community where our staff and consumers work and/or provide a service. Further, employees and consumers are prohibited from being at work under the influence of any illicit substances.

Any employee or consumer engaged in such prohibited conduct or convicted of a crime involving a workplace drug violation shall be subject to disciplinary action up to and including termination. We will weigh all relevant facts and circumstances in reaching a decision to discipline. In addition, an employee or consumer must report to their supervisor any criminal conviction for a workplace drug violation within five days of the conviction. The term "conviction" means a finding of guilty (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with responsibility to determine violation of state or federal criminal drug statutes.



Within 30 days after receiving notices of such convictions, we will impose the following sanctions or remedial measures on the individual involved: (A) take appropriate disciplinary action up to and including termination, or; (B) require such individual to satisfactorily participate in a drug abuse assistance or rehabilitation program approved for such purposes. Any supervisor being informed of an individual's criminal conviction, as specified in paragraph (1) of the policy, will notify in writing the Human Resources Manager immediately. Within 15 days of such notice, the Sr. Director of Human Resources and the VP of Organizational Development will determine the appropriate disciplinary action to be taken.

Nothing contained in this policy statement concerning employees or consumers shall be construed to limit, or in any way restrict, our treatment of drug-related incidents involving any of our employees or consumers.

You shall be provided with a copy of this policy statement and you shall be required to acknowledge, in writing, receipt of this policy.

Depending on level of your position a drug screen will be required upon hire. Employees must take and pass the drug screen before they can be granted the position. You have 24 hours after notification to take the drug screen. Any employee who does not go within the 24 hour period will not be considered unless they can show good cause.

The following is a list of additional times when you may be asked to go for a drug screen:

- If you have an on the job injury that requires medical attention. For example, if you have an accident while on the job and it requires more than first aid which can administered at the work site, and you seek professional medical attention, you will be required to pass a drug screen. You will not be able to operate a forklift, any other company vehicle, or drive your own vehicle for company business pending the results of the screen. Failure to take a post-accident drug test if mandated by our policies will result in termination of employment.
- If you have an accident while driving a forklift you will be required to go for a drug screen and pass.
- If you have a vehicle accident while driving a company vehicle or driving your own personal vehicle for company business you will be required to take a drug screen immediately after and pass.
- If you report to work visibly impaired, are unable to properly perform required duties, you will not be allowed to work. If in the Supervisor's opinion, you are considered to be under the influence of alcohol or drugs while on the job you will be asked to take a drug or alcohol screen. Whenever possible, the Supervisor should have you observed by a second supervisor or manager before requiring testing. If, in the opinion of the supervisor(s), you are considered impaired, you should be sent to a medical facility by taxi or other safe transportation alternative, accompanied by the Supervisor. If impaired you should not be allowed to drive. Employees who refuse substance testing under these circumstances will be subject to disciplinary action, up to and including, termination.
- If you are chosen by our random drug testing formula, you will be notified by your supervisor of your need to take a random drug screen and will be taken to the drug screening facility. Employees who refuse substance testing under these circumstances will be subject to disciplinary action, up to and including, termination.





Failure to take a post-accident drug test if mandated by our policies will be subject to disciplinary action, up to and including, termination.

Falsification or tampering of any evidence used in a drug screen will be subject to disciplinary action, up to and including, termination.

Employees who test positive in any company mandated drug screen, or whose Breathalyzer alcohol tests results indicate they are under the influence at work, will be subject to disciplinary action, up to and including, termination.

### **Tobacco Policy**

We prohibit the use of tobacco products inside any of our facilities. Designated areas have been set aside for employees who use tobacco products. Employees may use tobacco products only in those areas and only during scheduled break times.

### **Background Screens / Reference Checks / Physicals**

As part of our employment procedures, an applicant or you may be required to undergo a post-employment offer physical. Any offer of employment may be contingent upon, but not limited to, satisfactory completion of a post offer work-related physical examination and a determination by Goodwill that the applicant is capable of performing the essential duties of the position that has been offered. All positions require a background screen and a reference check.

### **Americans with Disabilities Act**

The Americans with Disabilities Act of 1990 and Section 503 of the Rehabilitation Act of 1973, as amended, Public Law 93-112 provides comprehensive civil rights protections for "individuals with disabilities." An individual with a disability is a person who: has a physical or mental impairment that substantially limits one or more major life activities, or has a record of such impairment, or is regarded as having such impairment. "Major life activities" include functions such as caring for one self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

We will not discriminate on the basis of a disability against an "individual(s) with a disability" concerning terms, conditions and privileges of employment. We will make "reasonable accommodations" when necessary.

The Americans with Disabilities Act (ADA) prohibits THE EXCEL CENTER from testing applicants for drug use until a conditional offer of employment has been made. Under the ADA, illegal drugs are defined as controlled substances not being taken under the supervision of a licensed health-care professional or otherwise in accordance with federal law. Note that the ADA does not protect current illegal drug users. Current drug users may be fired or not hired for testing positive. The ADA does, however, protect:

- Former drug users who have successfully completed a substance-abuse treatment program;



- Former drug users currently in a substance-abuse treatment program; and,
- Disabled persons who are legally using prescribed drugs.

Alcoholism is treated differently from illegal drug use under the ADA. Alcohol tests given to employees must be job-related and consistent with business necessity.

### **Special Disabled Veterans & Vietnam Era Veterans**

We are a government contractor subject to the Vietnam Era Veterans' Readjustment Assistant Act of 1974, as amended, Public Law 93-508 (codified at 38 USC, 4212), which requires Government contractors to employ and promote qualified personnel without discrimination against any employee or applicant for employment because of a physical or mental disability, disabled veteran status, Vietnam era veteran status or any other protected veteran status.

### **Nepotism**

It is our policy not to employ two or more members of the same immediate family (spouse, mother, father, son, daughter, brother, sister or grandparent) or persons residing at the same address (roommates) who are:

- Related employees or roommates working in the same division.
- Related employees or roommates working in the same department and have the authority to make decisions affecting the work relationship, assignment, or compensation of the other employee.
- A related employee or roommate coordinating, auditing, or monitoring the work of another individual related to or living with them.

It is the responsibility of employees to submit written notification to the Human Resources Department prior to any changes in living arrangements, marital status, or employment that would be in direct violation of this policy. We may, upon the President's approval, make exceptions to this policy.

### **Conflict of Interest**

You must inform your supervisor and the Human Resources Department in writing of any other job appointment. Jobs outside GOODWILL and THE EXCEL CENTER that interfere with the purpose and scope of current duties will be considered a conflict of interest. To avoid any actual or appearance of conflict of interest, if you engage in any remunerative activity in any field directly related to Goodwill work you must have prior written approval from the President/CEO. It is your responsibility to adhere to your assigned work schedule.

Otherwise, you may not work in a position that takes revenue, business or services away from Goodwill. Materials prepared by you in the course of your duties at Goodwill will not be used for private gain by you. You will not use or appear to use information that is not generally available to the public. You are prohibited from employment or participation in commercial activity involving used merchandise or using our equipment for



commercial gain. Personal garage sales that do not involve the resale of Goodwill merchandise are excluded.

You may not represent yourself as a spokesperson for Goodwill without prior approval from the President/CEO. You may not enter into a contract without prior approval.

### **Personnel Records**

All information in your personnel file is considered confidential. Access to information in your personnel file is available to Human Resources personnel, your supervisor, your Director, your VP, Sr. VP, President/CEO, you and those who have need to know.

Personnel Records are the property of Goodwill and are only released at the discretion of the Human Resources Manager.

We realize that employees may require information to be given out on their behalf. For your own protection, Human Resources must have the request in writing. Your signed release must state to whom the information is to be given and which information you are requesting be released.

It is your responsibility to go to onto the employee portal and make any changes in your address or phone number. It is also your responsibility to notify Human Resources of any change(s) that occur regarding the following:

- Legal change in marital status
- Change in the number of dependents
- Change in beneficiary
- Vehicle Tickets (moving violations, parking tickets, and DWIs), Criminal Convictions

### **Safe Environment for All Students, Staff and Parents**

Every aspect of THE EXCEL CENTER should be safe for everybody connected with them. This means students should expect a school environment free from violence and bullying. Staff should feel safe walking the hallways and in the classrooms. Parents should feel secure in leaving their children in our care.

It is everybody's responsibility to help create that safe environment. Staff should take action whenever they hear of a threat, whether that be to themselves or to other students. We have a legal requirement to deal with safety issues that students report to us that originate within their homes. If a staff member feels unsafe for any reason, he/she should report the concern to their supervisor, who will help alleviate the situation.

In addition, the Director of Risk Management functions as our school safety officer, and is responsible for ensuring that all state and local safety guidelines are followed. This position is also the liaison with Goodwill's security officer(s) and with the Austin Police Department. Requests for occupying the building outside of normal hours should all flow through your supervisor in conjunction with the Director of Risk



Management, as should any issues that would require police presence. In the case of extreme danger (i.e. an injury or intruder), an employee can call 911 with an immediate follow-up to the supervisor and the Director of Risk Management.

As part of creating a safe environment, we are committed to providing a drug, alcohol and weapon free workplace. At no time should an employee be at school or attend a school-related event where students are present under the influence of alcohol or any drug. Weapons or illegal firearms are also prohibited on school grounds or at school events. Employees may not transport students if they have any drug or alcohol-related driving offense within a period of five years. If transporting students is a requirement of the job, employment may be denied or terminated.

THE EXCEL CENTER does not require any employee to transport students in his or her personal vehicle. All employees, who own or lease a car, and are required to drive on company business, must maintain current liability insurance. This includes anyone who drives a company vehicle or his/her own vehicle for Goodwill business. Employees who choose to transport a student in a personal vehicle should carry appropriate automobile insurance and liability coverage.

In addition to maintaining current liability insurance, all drivers on the Goodwill driving list must notify their supervisor and the Human Resources Department within 24 hours of any traffic citations, vehicle speeding tickets, DWIs and/or accidents.

On an annual basis Goodwill will run updated Motor Vehicle Reports on all employees whose positions require a clean driving record.

If an employee or student is injured on the job, the incident should be reported immediately to the supervisor, who will then work with the Director of Risk Management to properly document the accident.

## **Emergency Procedures**

The first obligation of all staff is the safety of our students. Detailed instructions for staff responsibilities can be found in THE EXCEL CENTER Emergency Response Procedures given to all staff members at the beginning of each year. These guidelines are meant to provide suggestions for "how to proceed" before and/or during very difficult emergency circumstances that demand a high degree of attention to safety. During a disaster, crisis, or other emergency, it is possible that circumstances will dictate additional, different, or unforeseen responsibilities for school staff. Staff should take whatever action is necessary, given these circumstances, to ensure our students' safety.

Students in a private vehicle are also covered under the employee's personal insurance.

## **Visitors**

Our general liability policy prohibits unaccompanied visitors in THE EXCEL CENTER. Safety must be observed at all times. Visitors may be accompanied by a Goodwill employee.



## Dress Code

You will have some contact with the public and therefore represent us in your appearance as well as by your actions. The properly attired employee helps create a favorable image for us. You are expected to dress in a manner that is acceptable. You must ensure that you and your clothes are neat and clean. Clothes should not have holes, stains, paint splatters, or unsightly patches. Hairstyles and facial hair must be neatly cut and trimmed.

You must wear your name badge above your waist, where it is visible, during your scheduled work hours.

Employees will be required to wear business casual attire during work hours.

### Business Casual

- Dresses and skirts that fall no more than 3 inches above the top of the knee. Suits, Blazers, Vests, and Pants in business suitable fabrics, including Khakis. Dresses/Blouses/Shirts that do not reveal the midriff or bust or undergarments.
- Any type of business shoe, including dress sandals (except employees working in production).
- Jeans may be worn during the week with appropriate business casual tops. Neatly trimmed hairstyles and facial hair.

### INAPPROPRIATE:

- Overalls
- Any jewelry that presents a safety hazard
- Visible tattoos that contain nudity, profanity, gang insignias, or racial/ethnically offensive language.
- Open toed shoes/heels in non-office environments. Exposed undergarments
- Head wear (except Goodwill issued hats where appropriate, and religious hats).
- Torn, discolored or tattered attire.

## Personal Belongings

For your protection, it is recommended that you keep all personal belongings locked in your desk or another appropriate locked area. We are not responsible for the loss of any personal belongings at any time.

Goodwill is also not responsible for any loss or damage to an employee's vehicle while parked on company property or at a work location.

## E-Mail & Internet Access

You have the right to use our equipment and Internet services in the day to day execution of your job duties and for communicating with others on non-official business provided such communication does not disrupt or interfere with official EXCEL CENTER business, and is kept to a minimum duration and frequency, and is not



of an inappropriate nature. If you come in contact with sexually explicit material or other inappropriate material from the Internet you are required to report the location of such sites to the IT department in the form of the site's URL (Universal Resource Locator) or the news group name. There is no expectation of privacy for anything sent or received through e-mail and we reserve the right to review data at any time without warning should we feel internal security has been compromised or that you have misused the hardware, software, or Internet services. You may not use someone else's password or user ID to enter any Goodwill protected site.

### **Search Policy**

We reserve the right to inspect lockers, purses, handbags, backpacks, and any other personal property and vehicles parked in or near our work areas, which are under the control of the person being searched. We further reserve the right to access, tap, or monitor any electronic communication devices, including but not limited to, e-mails, telephones, faxes, and data storage devices. Any person refusing to permit such search will be subject to disciplinary action, up to and including, termination.

### **No Weapons Policy**

Our policy is to prohibit employees from carrying weapons while at work or at work-related activities. Additionally, we prohibit the possession of concealed handguns, in accordance with Section 32 of the new concealed handgun statute that specifically allows both public and private employers to prohibit persons who are licensed under this article from carrying a concealed handgun on the premises of a business.

We prohibit the possession, concealment, use or transfer of any firearm (including any handgun) or any other weapon (including knives, clubs, or other articles or devices that are primarily used to inflict injury). Under criminal trespass laws we prohibit any person including non-employees, from entering the premises with firearms. Premises include buildings, parking lots, walkways, and any other property owned or leased by us. We reserve the right to search personal property and common areas for justifiable and job-related reasons. Failure to adhere to this policy will result in disciplinary action, up to and including, termination.

### **Subpoenas, Search Warrants, Request for Information, Witnessing Documents**

It is our policy to cooperate with governmental investigations, searches and other external audits. At the same time, it is important that our legal rights and the rights of our employees be appropriately protected. If any governmental agency or other outside party requests information regarding an employee, or consumer, or asks to conduct a search of the premises, please refer them immediately to the appropriate personnel which include the Sr. Director of Human Resources, the Senior VP of Human Services, or the Corporate Compliance Officer (512-637-7100).

Appropriate personnel will then verify authenticity of requesting authority and proceed in accordance with our policies.

You are not to give out any confidential information regarding another employee or Goodwill unless authorized to do so by appropriate personnel.



## **Severe Weather Hot Line**

We maintain a Severe Weather Hot line number. This hot line can be accessed by calling 512-637-7575.

In the event of severe weather conditions, such as snow, ice, or heavy rains, Goodwill employees may call the severe weather hotline to find out if they should report to work or not. If you feel that weather conditions are too severe in your area to report to work you should notify your supervisor immediately. You can use leave time for this excused absence. Employees released from their work place by their supervisor due to severe weather will receive pay for their scheduled hours on that day. Retail and Commercial Services employees should call their managers for information on what their location will be doing.

## **Orientation Period**

Every new employee must complete a 90-day orientation period. This orientation period provides an opportunity for a new employee to evaluate their new job, and in turn, provides their supervisor an opportunity to judge their performance and suitability for continued employment. This orientation period does not represent a guarantee or contract for employment for 90 days or any other period of time.

## **Hours and Attendance**

We have numerous locations and a variety of work sites that require employees to work different schedules. Your supervisor will inform you of the days and times to be worked.

## **Time Sheets and Time Cards**

- It is your responsibility to keep track of your time by following these guidelines: Be sure to review/record your time each day.
- Never let someone else fill out your time card/sheet or swipe your badge.
- Never falsify information on your time card/sheet; this will lead to disciplinary action, up to and including termination.
- SIGN your time card/sheet and submit it to your supervisor.
- Even though you may have a nickname, use your LEGAL name when filling out your time card/sheet.

If you ever have any questions about your time card/sheet, talk to your supervisor as soon as possible.

## **Absence and Tardiness**

It is your responsibility to call and let your supervisor know when you will be absent or late for any reason. It is unacceptable to have anyone else call in for you when you are going to be absent. Employees must call (not text) and talk to their supervisor no later than 30 minutes before their shift is supposed to start. Managers and supervisors that work at a retail location should also call that location and inform the supervisor on duty and



employees of their absence. Janitorial employees who are unable to reach their supervisor may call their Operations Manager or Director and leave a message with him/her. Employees with more than two consecutive absences for illness may be required to provide a doctor's note, in order for the absences to be excused. Employees with excessive absences may be required to furnish documentation regarding their absences.

## **Illness**

You must consult with your immediate supervisor if you feel it is necessary to leave work early due to personal illness.

## **Breaks**

You are granted one, 15-minute break per every four hours worked. Breaks may not be taken in conjunction with lunch or at the beginning or ending of your shift. At least 30 minutes must be taken for lunch if you work six hours or more. If your shift exceeds eight hours, additional time may be taken for lunch. Lunch breaks must be taken during your workday and cannot be taken at the end of your shift. The timing of your breaks must be coordinated with your supervisor.

## **Compensation and Reimbursements**

### **Pay Period**

We are paid every other Friday. The pay period always starts at 12:01 AM on a Sunday and ends two weeks later on a Saturday at midnight. There are 26 pay periods in a year. The hours you are paid for are computed from your time card/sheet.

### **Overtime Compensation**

Our general policy is to avoid overtime. However, sometimes it may be necessary for you to work overtime. You are to work overtime ONLY at the request and authorization of your supervisor.

In accordance with the Fair Labor Standards Act (FLSA), employees who qualify as administrators, executives, teaching professionals and outside sales personnel, are exempt from overtime pay and are not subject to this policy. Only non-exempt employees are covered under FLSA and qualify for overtime pay.

Overtime pay is based on hours worked per week in accordance with state and federal requirements. Overtime hours worked in excess of 40 hours a work week, and approved by a supervisor, will be paid one and one half times your base hourly rate of pay. Hours worked means time actually spent on the job. Unpaid leave, personal leave, holidays, or any other time away from work are not considered hours worked.

### **Payroll Deductions**





We are required, by law, to make proper deductions from your earnings on your behalf. The following MANDATORY deductions are made until the maximum amount is reached:

- Federal Income Tax Withholdings (Based on the number of exemptions on your W-4 form)
- FICA (Social Security)
- Medicare

No money is ever deducted from your pay unless we are required by law to deduct it, or you have authorized Goodwill to make deductions.

### **Direct Deposit/Pay Card**

We will pay you either through direct deposit into your bank/credit union account or through a Bank Pay Card. You must choose one of these two options during orientation. With direct deposit your paycheck is deposited directly into the checking or savings account of your choice. Forms for electing direct deposit or the Pay Card will be given out during orientation and you must complete the forms within your first three (3) days of employment. Pay Cards become effective on the first pay period. Direct Deposit normally becomes effective on the second pay period following the submission of the form. Your first paycheck will always come on a pay card. No live checks are ever issued. A paycheck receipt will still be received on payday, showing the breakdown of pay deposited to your account or pay card.

### **Mileage Reimbursement**

To be reimbursed for mileage, record the miles traveled onto THE EXCEL CENTER expense form found in the shared drive, fill out, and attach a copy of Google Maps, MapQuest, or similar resource, showing your route. This must be turned into your immediate supervisor for approval. It is then turned into payroll, for reimbursement on your paycheck. Deadline for reimbursement of the previous month is the 5<sup>th</sup> day of the following month. After the deadline, reimbursements may not be honored.

### **Reimbursement of Purchases for School**

Reimbursements of purchases for the school or individual classrooms must be recorded onto THE EXCEL CENTER expense reimbursement form with an approved purchase order attached. Purchase orders **must** be approved prior to making the purchase by the supervisor and the controller or head of school, for anything over \$300.00. The reimbursement request must contain the original receipts, and a description of the expense. The form is turned in to the immediate supervisor for approval then to THE EXCEL CENTER accounting department, who will submit it for payment. Sales tax is not reimbursed (with the exception of lodging and restaurants. Deadline for reimbursement is 1 pm on the Wednesday before the end of a given pay period. After the deadline, reimbursements will be disbursed on the next pay period.

### **Holidays**

We observe several holidays each year. Observed holidays vary for the different Goodwill locations. Employees



who are classified as full-time are eligible for holiday pay. To receive pay for a scheduled holiday, you must have worked your regularly scheduled day before and the day after the holiday, or have been on an approved absence.

Those employees who have not completed their 90-day orientation period will not receive holiday pay. Once you successfully complete your 90 days, you will be paid retroactively for those holidays that fell within your 90-day orientation period.

There are some holidays where you may be required to work. In those instances, eligible non-exempt employees (employees who can receive overtime) will receive 8 hours of holiday pay and will be paid overtime for any hours worked on the holiday. Exempt employees (employees who are not eligible for overtime) who work the holiday will receive another day off. Other days off as indicated by the school calendar.

### **Full Time Hourly Staff Holidays and School Breaks**

Full time hourly staff is paid their hourly rate on what hours are worked in a pay period. Full time hourly staff will also be paid for holidays and school breaks according to the average hours worked. Payroll will determine the hours paid based on a look back over the previous four pay periods to determine average hours worked.

To determine the average hours to be paid during a holiday or school break, payroll will add up the hours (313 total hours over the 4 pays) and divide it by 40 (days in the 4 pay periods) to equal the average daily hours to be paid for each day off, which in this case would be 7.82 for each day not worked for holiday and or school break. Any overtime worked during the look back period will not be included in the calculation. The max number of hours per day that a full time hourly employee can be paid when on break or holiday, will be 8 hours.

Part time hourly staff will not be paid for holiday or school breaks.

### **Leave Time**

#### **Eligibility**

All employees are eligible to earn leave time. Eligible employees who are in their 90-day orientation period are earning leave time but are not eligible to use it until after successful completion of their orientation period. Once you successfully complete your 90-day orientation period you are eligible to use your accrued leave time at the beginning of the next complete pay period.

#### **Approval of Leave Time**

All leave time must be scheduled in advance and be approved by your supervisor, except in cases of illness. Employees are asked to schedule leave time at least 2 weeks in advance, when possible.

#### **Leave Time**



All THE EXCEL CENTER employees receive 13 days for 14-15 school year of leave time at the beginning of each school year. Leave time is taken at the supervisor's discretion, other than an emergency or unplanned illness. Leave time hours carry forward each school year. Upon separation from THE EXCEL CENTER, an employee must provide at least two weeks' notice to receive payout of their remaining bank of leave time, not to exceed a maximum of 20 days.

### **Leave Time Donations**

You may voluntarily donate your leave time hours to benefit fellow employees who personally suffer catastrophic injury or illness or who have someone in their immediate family suffer catastrophic injury or illness. The stricken employee's Vice President will notify fellow employees of the need. The manager must approve the donated leave. You can only donate eight hours per payroll period.

### **Family and Medical Leave of Absence (FMLA) Policy**

Goodwill, in compliance with the Family and Medical Leave Act of 1993 (FMLA), must grant an eligible employee up to 12 workweeks of unpaid leave during any 12-month period. We use a "rolling" 12-month period, which is measured backward from the date you use any FMLA leave. Example: An employee starts FMLA February 1, 2012 and uses their 12 weeks of unpaid time off. The employee will not be eligible to use FMLA again until after February 1, 2013.

An eligible employee is defined as:

1. An employee who has worked for Goodwill for a total of at least 12 months,
2. An employee who has worked at least 1,250 hours during the prior 12 months and
3. An employee who has worked at a location where Goodwill employs at least 50 employees within a 75-mile radius.

FMLA is granted for the birth, adoption or foster placement of a child, to care for your parent, spouse or child who has a serious health condition and for medical leave if you are unable to work because of a serious health condition.

**Military Leave Entitlement.** Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered service member is a current



member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

## **Definitions**

### **Serious Health Condition**

An illness, injury, impairment, or physical or mental condition involving either inpatient care or continuing treatment by a healthcare provider.

### **Parent, son, or daughter**

A son or daughter includes biological, adopted, foster, step, or legal ward. In addition, the definition includes any individual where you have day-to-day responsibility for caring for that individual. This includes children above age 18 who are incapable of self-care because of a mental or physical disability.

We require that you provide certification of a serious condition for your own serious health condition or that of a family member. All certification requests must be submitted to the Human Resources Department in a timely manner.

Such leave will be unpaid by Goodwill unless you have leave time. Your leave time will be used concurrently and count toward the 12-week FMLA entitlement. Benefits will continue through your leave of absence. We will continue to contribute our portion of the premiums for your benefits and you will be responsible for the remainder of the health premium. If you elect not to return to work it is your responsibility to repay us for the appropriate premiums.

Upon return from a family or medical leave, you will be returned either to the same position you had before or a comparable position. You must notify your supervisor or the Human Resources Department before the end of the leave to ensure proper placement.

FMLA leave of absence form may be obtained from your supervisor or the Human Resources Department.

Threats or acts of retaliation against individuals because they, in good faith, report inappropriate conduct pursuant to this policy, or provide information in connection with a report by another individual will not be tolerated. In the event you believe that you have been retaliated against for having made such a report or having provided such information, you should use the above reporting procedures to bring the pertinent facts to the attention of Goodwill promptly. Goodwill will investigate and take appropriate action in the manner described above.

## **Leave of Absence**

THE EXCEL CENTER may also grant an unpaid leave of absence for other reasons not outlined under FMLA.



These requests for leave of absence are handled on a case-by-case basis. All leaves of absence require that employees use their available leave time throughout any unpaid leave of absence. While you are on a leave of absence, we will continue to make our regular contribution toward your benefits. Once you have used your leave time balance you will be responsible for your portion of the premiums.

A leave of absence request form can be obtained from your supervisor or the Human Resources Department. This form must be approved and signed by your supervisor, Director, and the Sr. Director of Human Resources.

### **Jury Duty Pay**

In order to promote community involvement we encourage employees to serve as jury members. You are to notify your Supervisor promptly upon receipt of a jury summons and subsequent notice of selection to serve as a juror. If you are selected to provide this community service you will receive your regular rate of pay up to 30 days, provided you submit proof of the jury duty request to your Supervisor. Your Supervisor must note all absences due to jury duty for each pay period and submit a copy of the jury duty request form with your timecard/sheet. You will be allowed to retain any mileage and other compensation paid by the respective court jurisdiction.

### **Employee Development Policy**

THE EXCEL CENTER is committed to a formal process to ensure the continued effective performance of the organization through the identification, development, retention and transition of talent. This development process enables THE EXCEL CENTER to achieve its strategic objectives by recruiting and retaining a quality workforce that responds effectively to the changing needs of the business. Key objectives include the following:

- Improving the depth and diversity of leadership talent.
- Creating organization plans that anticipate the transition of key employees.
- Identifying leadership competencies necessary for business success.
- Creating individual development plans for all employees.
- Increasing staff productivity, creativity and career opportunity.
- Sustaining a learning culture that reinforces self-development and self-sufficiency.

### **Responsibilities**

#### All Employees

- Proactively participate in assessment and development opportunities.
- Openly consider the objective feedback received from others.
- Provide constructive feedback to others for their personal development.
- Utilize the development resources provided by THE EXCEL CENTER.
- Link personal and professional growth to THE EXCEL CENTER's business success.

#### Management Employees

- Objectively assess employee development needs.



- Coach direct reports on completing their individual development plans.
- Provide resources to help employees develop business-related competencies.
- Prepare and present annual review documentation when designated.

#### Executive Staff

- Measure the effectiveness of employee development in attaining strategic objectives.
- Ensure leadership continuity throughout the organization.
- Implement the annual review process.

### Performance Reviews

THE EXCEL CENTER is committed to establishing processes that provide fair, objective ways for job performance to be reviewed by supervisors. These processes are evaluated annually with input from staff and supervisors.

All educators are evaluated on two major components:

- Professional Practice – Assessment of instructional knowledge and skills that impact student learning, as measured by competencies set forth in the Indiana Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning, Instruction, Leadership, and Core Professionalism.
- Student Learning – Educator’s contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including Indiana Growth Model data as well as progress towards specific student learning objectives using state, district, or school-wide assessments.

Your performance review consists of an evaluation from your supervisor. You and your supervisor will have the opportunity to review the performance review. You will be evaluated approximately ninety (90) days from your hire/promotion date, and yearly from your hire/promotion date. Your evaluation date will not change for reclassifications/transfers. Your completed performance review is approved by your Department Director or District Manager and the Sr. Director of Human Resources and placed in your personnel file.

### Salary Rates and Increases

Beginning salaries are set based on a number of criteria, including previous experience and market rates. From that point, salary increases up to 3% are largely based on the performance review but also take into account market factors. Unlike traditional public schools, THE EXCEL CENTER does not use a pre-defined salary scale, but prefers to reward employees based on performance and student outcomes.

If a performance evaluation is given later than the evaluation due date, any wage increases (if appropriate) will be calculated based on closest payroll period start date to evaluation due date.

### Transfers and Promotions

#### Reclassifications/Transfers

If you transfer to a new position with no change in pay, you will not have a change in your annual



performance review date.

## Promotions

If you are promoted to a new position with an increase in pay, you will have a performance review at the end of ninety (90) days, one year after the date of promotion, and thereafter on an annual basis. The promotion date then becomes your new annual performance review date.

NOTE: A change in Job Title without a change in duties does not constitute a transfer or a promotion.

## Internal Promotions

We promote advancement opportunities for all employees. Once employees have successfully completed their 60-day orientation period they are eligible to apply for other positions within our organization. A listing of all available jobs can be found at 1015 Norwood Park Blvd, all Job Source locations and online at [www.austingoodwill.org](http://www.austingoodwill.org). If you meet the minimum requirements and are interested in a position you may obtain an in-house application from your Supervisor, the Human Resources Department or online through the employee portal. All in-house applications must be signed by your current Manager and submitted to the Human Resources Department.

## Benefits

### Eligibility

All Full Time employees who have completed their 60-day orientation period, are in a position designated as Full Time and work a minimum of 30 hours per week are eligible for Full Time Benefits. Part Time employees who are in a position designated as Part Time and work less than 29 hours per week or less are eligible for Part Time Benefits. Temporary employees, including Goodwill Staffing Group temporary employees, interns and seasonal employees, are not eligible for benefits.

### ALL EMPLOYEES:

The following is a list of benefit options available to all employees after SUCCESSFUL COMPLETION of the 90-day orientation period:

- Employees are eligible to apply for other jobs within our organization for which they are qualified.
- Employees are eligible to charge store purchases.
- Employees may participate in the GED program / bonus.
- Employees may qualify for Goodwill's Emergency Loan Program.
- Employees may qualify to receive the Smoking Cessation Bonus.
- Leave Time (Paid Time Off)
- Medical and Dental Benefits



- Tuition Reimbursement
- Life Insurance

#### FULLTIME EMPLOYEES:

In addition to the above, Full-Time employees receive the following after SUCCESSFUL COMPLETION of the 90-day orientation period:

- Flexible Spending Account.
- Some job titles qualify for Short Term & Long Term Disability.
- Holiday Pay: If any holidays fall within the 60-day orientation period employees will be paid retroactively after successful completion of the 60-day orientation period.

The benefits offered by Goodwill to its employees may change at any time.

Employees may enroll for benefits at the completion of their 60-day orientation period or during Goodwill's annual enrollment period. All employees are eligible for the company retirement plan at time of hire. Some full time positions qualify for short term and long term disability. If you elect benefits, benefits will become effective on the first of the month following your 60-day orientation period. For example, if you complete your 60-day orientation on February 7th you will be able to sign up for benefits in February but actual coverage will not become effective until March 1st.

If you decline coverage at your 60-day enrollment period, according to the Health Insurance Portability and Accountability Act of 1996, you may elect coverage within 30 days of any of the following instances taking place: you or a dependent of yours loses other health coverage, or a person becomes a new dependent through marriage, birth, adoption or placement for adoption. Otherwise you must wait for open enrollment to elect coverage.

If you sign up for coverage and want to drop coverage, you may drop coverage within 30 days of getting on another insurance plan through your spouse or Medicare/Medicaid. You may drop dependent coverage when the dependent ceases to satisfy dependent eligibility. Otherwise they must wait for open enrollment to drop coverage.

At new employee orientation you are given a packet describing benefit options available. You should review this information before attending your 60-day training. As you approach the completion of your 60-day orientation period you will be required to attend 60-day training. At this training, benefit options will be reviewed in detail and you will be asked to elect benefit options.

#### **What if I do not want benefits?**

You must still attend the 60-day training and all open enrollment sessions to decline the benefits in writing.





## Life Insurance

We carry free life insurance for Full Time employees in the amount of one time the employee's annual salary, up to \$250,000. Only full-time employees are eligible to receive this benefit. We also offer (through an outside provider) the option for employees to purchase additional insurance for themselves, their spouses or domestic partners, and their children. Details and rates are provided at new hire orientation, 90-day training and open enrollment.

## Medical Benefits

We offer medical coverage. To help cover the cost of medical premiums, we contribute a percentage toward your medical premiums each month you are covered under our plan (does not include COBRA). Coverage is available for employees, their spouses or domestic partners, and their eligible children.

A breakdown of the medical coverage provided and information regarding the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) to continue coverage after termination, can be found in the benefits packages distributed at new employee orientation.

## Dental Insurance

We offer Full Time employees dental insurance. Coverage for dental benefits varies depending on the service performed.

A breakdown of the dental coverage provided and information regarding the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) to continue coverage after termination, will be available during new hire orientation, 90-day training, and open enrollment.

A dental discount plan is also available to Part Time employees.

## Teacher Retirement System

THE EXCEL CENTER contributes 7.0% of your income and also picks up the 3.0% mandatory employee contribution. Enrollment eligibility begins immediately if you are already a member, and have a valid teaching license.

## Retirement 403(b)

A tax deferred retirement plan, with a company match and vesting schedule, is available to eligible employees. Employees (21 years or older) can elect to start contributing to their retirement plan upon hire. In order to receive the company match, you must have worked at least a year and 1,000 hours by either the January 1 or July 1 open enrollment dates. You must make a minimum contribution of 1% per payroll period to participate. We will contribute \$.50 for every \$1.00 you contribute up to 6% of your gross wages. Your contributions are 100% vested.

The vesting schedule for the contribution match made by Goodwill is as follows:



1 year 2 years 3 years 4 years 5 years or more

20% 40% 60% 80% 100%

You have the ability to direct both your contributions and our matched funds. There are several different retirement options. Those include, but are not limited to: the stock market, fixed, money market, and bond funds.

We partner with an independent financial advisor company that is available to assist you in making contribution allotment decisions.

### **Tuition Reimbursement**

We encourage lifelong learning in our employees. To this end, all Full Time and Part Time employees are eligible for tuition reimbursement in the semester following the successful completion of their 60-day orientation period.

Classes may be work related or non-work related but must be a part of a degree program. Goodwill follows the rate, per class hour, as established by the Texas Tomorrow Fund.

In order to receive tuition reimbursement you must complete the tuition reimbursement forms prior to taking a class. Your manager/director and VP must sign this form. This form is then sent to the Sr. Director of Human Resources for approval.

You will be reimbursed after successful completion of a class. Successful completion is defined as follows:

- A passing grade of C or better for Undergraduate courses
- A passing grade of B or better for Graduate courses

For reimbursement to occur you must have prior approval, submit receipt showing classes were paid by you, and that the courses were passed with grades outlined as above.

Tuition Reimbursement forms are available from your manager or on the employee portal.

If you do not continue employment with us for a full semester after completing class(es) for which you are reimbursed, you will be required to reimburse us for the cost of the class(es).

### **Wellness Program**

Goodwill offers a smoking cessation bonus incentive up to \$200.



## **Employee Assistance Program**

We have an Employee Assistant Program (EAP) which is available to you for referrals to various support services and crisis prevention. It is a confidential source of information and resources to support you and members of your household in resolving personal matters. EAP can help you in a wide range of personal areas in your life – marriage, parenting, family concerns, domestic violence, grief, depression, divorce, anxiety, stress management, trauma, substance abuse and more. EAP can also assist you in locating child care, elder care and financial assistance. All assistance is confidential and is strictly between you and your EAP counselor. You should call the main office at 681-3315 and ask for EAP.

## **University Federal Credit Union**

We offer you an opportunity to become a member of the University Federal Credit Union (UFCU). The services available to you as a Credit Union member include savings accounts, money market accounts, individual retirement accounts (IRA), checking accounts, pulse ATM card, telephone banking, fast cash credit loans, mortgage loans, car loans, home improvement loans, education loans, credit cards, direct deposit, special checks, safe deposit boxes, free notary public service, international services, and U.S. savings bonds. The philosophy of the credit union is “once a member always a member.” This means that members of the UFCU are encouraged to retain their membership, even if you are no longer employed with us.

## **Employee Discount**

All employees are eligible for a 25% discount at our retail stores and bookstores. Your family and relatives are not eligible for the discount. If you would like to purchase an item for a family member you must be present and actually make the purchase yourself. Refer to Goodwill Store Purchases.

## **Payroll Deduction for Store Purchases**

After successful completion of your 90-day orientation period you are eligible to use a payroll deduction to pay for store purchases. When you use payroll deduction to pay for a store purchase you do not receive your discount.

Your charges may not exceed the net amount of one paycheck and must receive prior approval from your manager.

If you are terminated or voluntarily quit, any remaining charge balances will be deducted from your final paycheck.

## **Employee Purchase Policy**

Employees, as well as volunteers, are not able to shop, or to buy any item, in the Goodwill store in which they work/volunteer. We have adopted the philosophy: “Since our goods come from public donations, every customer has an equal opportunity to purchase any item for sale. That is why anyone who works or volunteers



in the store is not permitted to shop there for themselves or others. Nor may merchandise be reserved or set aside for anyone." Goodwill employees will receive a 25% you discount on items that are eligible for the discount at any other location besides the location in which they work. Remember, employees may not hide, stash, and/or hold merchandise for purchase, nor may employees call or notify customers, by any means, of merchandise in the store. Violation of the above will lead to disciplinary action, up to and including termination.

All employees making store purchases must be checked out by a supervisor.

Items placed in the trash are still considered Goodwill property and may not be taken. If there is an item that has been thrown away that you feel has value, you should ask your supervisor to review and price the item if necessary.

## **Disciplinary Program**

As an employee of Goodwill you are required to abide by the rules and procedures identified in this handbook and outlined by your Supervisor. Violations of policies and procedures may result in disciplinary action(s) up to, and including, termination.

We reserve the right to take any action deemed appropriate for the violation.

### **Verbal Warning**

A written counseling statement given by your Supervisor that identifies the inappropriate behavior and recommends the action that you need to take to correct that behavior.

### **Written Warning**

A written warning is a statement that is given to you by a Supervisor when the documented verbal warning has not helped modify behavior(s) or when a serious infraction of our policies and procedures occurs.

### **Three Day Suspension without Pay or Demotion**

A three-day suspension or demotion is given to you by a Supervisor when a documented written warning has not helped modify the behavior(s) or when behaviors or violations are considered serious.

Termination is used when the above three steps have been utilized or violations are considered serious. When you are terminated you need to complete all of the steps identified in the termination section of this handbook.

When any of the above actions are taken, a copy of the disciplinary form will be placed in your personnel file.



## Termination

If your employment is terminated or you voluntarily quit, you will be required to fulfill the following requirements:

- You must return all keys that were issued to you.
- You must return all equipment that was issued to perform your job. For example: back braces, pagers, cellular phones, security cards, access cards, name badges, laptops, and all other assigned Goodwill property. Employees who do not return assigned Goodwill property will have the replacement amount of the item deducted from their final paycheck.
- Final checks will be deposited into your pay card or bank account.

## Resignation Notice

You are expected to give appropriate notice prior to resigning your employment with Goodwill.

- The President/CEO, Sr. Vice President(s), Vice President(s), Directors, and Head of School are expected to give at least 30 calendar days of notice of resignation.
- Teachers and Life Coaches are expected to give at least 30 calendar days of notice of resignations.
- All other positions are expected to give at least 14 calendar days of notice. Leave time may not be counted toward the notice of resignation.
- If a holiday falls within the notice of resignation period, it will be counted as part of the notice.
- Under certain circumstances, the President/CEO reserves the right to waive the notice expectation.
- Full time employees who do not give the appropriate notice, or those whose employment is involuntarily terminated, will not be paid their unused leave time.
- Employees who do not give the appropriate notice will not be eligible for rehire.

## Rehire Policy

In order to be eligible for rehire you must follow the same process as all other prospective Goodwill employees. To be considered for rehire you must submit a new application that reflects your current address, phone number, and work history since the last time you were employed with us. The completed application must be submitted to the Human Resources Department. The application will be given to the hiring authority and a decision will be made whether or not your skills match current job opening needs. All rehired employees are required to pass all post-offer requirements for the position and attend a new employee orientation.

## Violations

We have established general guidelines to govern the conduct of our employees. No list can include all instances of conduct that can result in discipline and the examples below do not replace sound judgment or



common sense behavior. Depending on the individual circumstances surrounding the violation, we reserve the right to take any action we deem appropriate for the violation.

1. Possessing, using, selling, or being under the influence of unlawful narcotics, controlled substances, or alcohol while on company time or property.
2. Illegal gambling on company time or property.
3. Three unexcused absences or three No Call, No Show's.
4. Repeated absenteeism and tardiness.
5. Misappropriation of materials, property, or funds.
6. Illegal, destructive, or disruptive acts on company time or to company property.
7. Any form of harassment.
8. Lack of required liability insurance for any driver who is on the Goodwill driving list. This includes all employees that are required to drive for Goodwill business whether it is in their own personal vehicle or a Goodwill vehicle.
9. Failure to inform Supervisor of traffic violations, speeding tickets, accidents, or DWIs in writing. This rule applies to all employees listed on the Goodwill driving list.
10. Residing at the same address as another Goodwill employee or working in the same division as one of your relatives, without prior approval from the President/CEO.
11. Falsifying any information on Goodwill paperwork. This includes time card/sheets, applications, mileage logs, petty cash, travels reimbursements, check requests, store merchandise prices, or any other work related documents.
12. Disclosure of confidential information.
13. Fighting while representing Goodwill.
14. Insubordination.
15. Holding or stashing store or company merchandise for purchase.
16. Carrying or bringing weapons to work or implying that you have a weapon at work.
17. Failure to report accidents or injuries within 24 hours to your Supervisor.



18. Smoking in places other than designated smoking areas.
19. Use of abusive language, threats, profanity, improper behavior or gestures.
20. Failure to report property damage.
21. Failure to notify the proper person when absent or tardy.
22. Failure to adhere to your work schedule.
23. Violation of safety codes.
24. Unauthorized removal of Goodwill property.
25. Failure to comply with established procedures.
26. Unauthorized use of company equipment and/or vehicles.
27. Damage or removal of another employee's, customer's, student's, or client's belongings.
28. Failure to check all personal packages, parcels, or bundles at designated areas.
29. Borrowing or lending money to trainees or clients.
30. Inadequate personal care and cleanliness.
31. Failure to report any convictions.
32. Gross misconduct.
33. Job abandonment.
34. Inappropriate use of e-mail or Internet systems.
35. Tampering with security cameras.
36. Loitering or loafing while on duty.
37. Abusing lunch or break periods.
38. Copying company documents for personal use.

39. Concealing defective work.
40. Failure to adhere to the dress code.
41. Failure to perform job duties.





Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.5. Leadership Evaluation

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter BB. Administrator Standards

§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1—Instructional Leadership. The leader is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) dedicate a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Leaders implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The leader's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The leader implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards, and each other.

(ii) Effective instructional practices. The leader develops high-quality instructional practices among teachers that improve student performance.

(iii) Data-driven instruction and interventions. The leader monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2—Human Capital. The leader is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

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(A) Knowledge and skills.



(i) Effective leaders of human capital:

- (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
- (II) ensure all staff have clear goals and expectations that guide them and against which they are assessed;
- (III) are strategic in selecting and hiring candidates whose vision aligns with the schools' vision and whose skills match the schools' needs;
- (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;
- (V) facilitate professional learning communities to review data and support development;
- (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and
- (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to rate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. They can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff hold a variety of leadership roles in the school.

(B) Indicators:

- (i) Targeted selection, placement, and retention. The leader selects, places, and retains effective teachers and staff.
- (ii) Tailored development, feedback, and coaching. The leader coaches and develops teachers by giving individualized feedback and aligned professional development.
- (iii) Staff collaboration and leadership. The leader implements collaborative structures and provides leadership opportunities for effective teachers and staff.
- (iv) Systematic evaluation and supervision. The leader conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

(A) Knowledge and skills:

(i) Effective executive leaders:

- (I) take personal responsibility for the success of the school;
- (II) motivate the school community by modeling a relentless pursuit of excellence;

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    - (I) take personal responsibility for the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

- (III) are reflective in their practice and strive to continually improve, learn, and grow;
- (IV) acknowledge mistakes while remaining focused on solutions and are not stymied by challenges or setbacks. When a strategy fails, these leaders analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
- (V) keep staff inspired and focused on the end goal even as they support effective change management;
- (VI) have strong communication skills;
- (VII) understand how to communicate a message in different ways to meet the needs of various audiences;
- (VIII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
- (IX) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

- (i) Resiliency and change management. The leader remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
- (ii) Commitment to ongoing learning. The leader proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.
- (iii) Communication and interpersonal skills. The leader tailors communication strategies to the audience and develops meaningful and positive relationships.

(4) Standard 4—School Culture. The leader is responsible for establishing and implementing a shared vision and culture of high expectations for all students.

(A) Knowledge and skills.

(i) Effective culture leaders:

- (I) leverage school culture to drive improved outcomes and create high expectations;
- (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. The vision is translated into values and expectations for both adult and student behavior that are consistently communicated and monitored;
- (III) regularly reinforce expectations, holding adults and students to consistent consequences when expectations are not met and acknowledging when they are;
- (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

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(III) are reflective in their practice and strive to continually improve, learn,



and grow;

(IV) acknowledge mistakes while remaining focused on solutions and are not stymied by challenges or setbacks. When a strategy fails, these leaders analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

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develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. They take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The leader develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The leader establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The leader engages families and community members in student learning.

(iv) Safe school environment. The leader creates an atmosphere of trust and safety that encourages open communication and support between staff and students.

(v) Discipline. The leader uses a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

(5) Standard 5--Strategic Operations. The leader is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. They understand the goals and expectations for students, have clear strategies for meeting those goals, and

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(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to

resources needed to meet the needs of all students. They understand the goals and expectations for students, have clear strategies for meeting those goals, and

have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

- (i) Strategic planning. The leader outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
- (ii) Maximized learning time. The leader implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
- (iii) Tactical resource management. The leader aligns resources with the needs of the school and effectively monitors the impact on school goals.
- (iv) Policy implementation and advocacy. The leader collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

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have the capacity to track progress. Members of the staff collaborate with the principal to develop the school

calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The leader outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The leader implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The leader aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The leader collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.6. Teacher Evaluation



**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM**  
**APPRAISAL FRAMEWORK**

| <b>Domain I: Active, Successful Student Participation in the Learning Process</b>  |  |  |  |
|--|--|--|--|
| <i>Evaluation Dimensions:</i>  |  |  |  |
| a. Quantity and quality of active student participation in the learning process is evident.  |  |  |  |
| b. Students are challenged by instruction and make connections to work and life applications, both within the discipline and with other disciplines. |  |  |  |
| <b>EVALUATION CRITERIA</b>   |  |  |  |
| <i>Exceeds Expectations</i>  | <i>Proficient</i>  | <i>Below Expectations</i>  | <i>Unsatisfactory</i>  |
| <b>ALMOST ALL OF THE</b>   | <b>MOST OF THE</b>   | <b>SOME OF THE</b>   | <b>LESS THAN HALF OF THE</b>   |
| 1. Students are actively engaged in learning.  | 1. Students are actively engaged in learning.  | 1. Students are actively engaged in learning.  | 1. Students are actively engaged in learning.  |
| 2. Students are successful in learning.  | 2. Students are successful in learning.  | 2. Students are successful in learning.  | 2. Students are successful in learning.  |
| 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.).             | 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). | 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). | 3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.). |
| 4. Students are self-directed/self-initiated as appropriate to the lesson objectives.  | 4. Students are self-directed/self-initiated as appropriate to the lesson objectives.  | 4. Students are self-directed/self-initiated as appropriate to the lesson objectives.  | 4. Students are self-directed/self-initiated as appropriate to the lesson objectives.  |
| 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.                            | 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.                | 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.                | 5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.                |

| <b>Domain II: Learner-Centered Instruction</b>   |  |  |  |
|--|--|--|--|
| <i>Evaluation Dimensions:</i>  |  |  |  |
| a. The instructional content is based on appropriate goals and objectives.   |  |  |  |
| b. The instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines.   |  |  |  |
| c. The instructional strategies are aligned with learning objectives and activities, student needs, and work and life applications, both within the discipline and with other disciplines.               |  |  |  |
| d. The instructional strategies promote application of learning through critical thinking and problem solving.   |  |  |  |
| e. The teacher uses appropriate motivational and instructional strategies which successfully and actively engage students in the learning process.   |  |  |  |
| <b>EVALUATION CRITERIA</b>   |  |  |  |
| <i>Exceeds Expectations</i>  | <i>Proficient</i>  | <i>Below Expectations</i>  | <i>Unsatisfactory</i>  |
| <b>ALMOST ALL OF THE TIME</b>  | <b>MOST OF THE TIME</b>  | <b>SOME OF THE TIME</b>  | <b>LESS THAN HALF OF THE TIME</b>  |
| 1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.  | 1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.  | 1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.  | 1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.  |
| 2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).  | 2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).  | 2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).  | 2. Instructional content is learner-centered (e.g., relates to the interests and varied characteristics of students).  |
| 3. Instructional strategies promote critical thinking and problem solving.   | 3. Instructional strategies promote critical thinking and problem solving.   | 3. Instructional strategies promote critical thinking and problem solving.   | 3. Instructional strategies promote critical thinking and problem solving.   |
| 4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.  | 4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.  | 4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.  | 4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.  |
| 5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines. | 5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines. | 5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines. | 5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines. |
| 6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.   | 6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.   | 6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.   | 6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.   |

## Domain II: Learner-Centered Instruction, continued

|  |  |  |  |
|--|--|--|--|
| 7. The teacher emphasizes the value and importance of the activity/content.  | 7. The teacher emphasizes the value and importance of the activity/content.  | 7. The teacher emphasizes the value and importance of the activity/content.  | 7. The teacher emphasizes the value and importance of the activity/content.  |
| 8. The teacher uses appropriate questioning and inquiry techniques to challenge students.                          | 8. The teacher uses appropriate questioning and inquiry techniques to challenge students.                          | 8. The teacher uses appropriate questioning and inquiry techniques to challenge students.                          | 8. The teacher uses appropriate questioning and inquiry techniques to challenge students.                          |
| 9. The teacher makes appropriate and effective use of available technology as a part of the instructional process. | 9. The teacher makes appropriate and effective use of available technology as a part of the instructional process. | 9. The teacher makes appropriate and effective use of available technology as a part of the instructional process. | 9. The teacher makes appropriate and effective use of available technology as a part of the instructional process. |

| <b>Domain III: Evaluation and Feedback on Student Progress</b>   |  |  |  |
|--|--|--|--|
| <i>Evaluation Dimensions:</i>  |  |  |  |
| a. The teacher aligns assessment and feedback with goals and objectives and instructional strategies.                                    |  |  |  |
| b. The teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the students. |  |  |  |
| <b>EVALUATION CRITERIA</b>   |  |  |  |
| <i>Exceeds Expectations</i>  | <i>Proficient</i>  | <i>Below Expectations</i>  | <i>Unsatisfactory</i>  |
| <b>ALMOST ALL OF THE TIME</b>  | <b>MOST OF THE TIME</b>  | <b>SOME OF THE TIME</b>  | <b>LESS THAN HALF OF THE TIME</b>  |
| 1. Academic progress of students is monitored and assessed.  | 1. Academic progress of students is monitored and assessed.                                    | 1. Academic progress of students is monitored and assessed.                                    | 1. Academic progress of students is monitored and assessed.                                    |
| 2. Assessment and feedback are aligned with goals and objectives and instructional strategies.   | 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. | 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. | 2. Assessment and feedback are aligned with goals and objectives and instructional strategies. |
| 3. Assessment strategies are appropriate to the varied characteristics of students.  | 3. Assessment strategies are appropriate to the varied characteristics of students.            | 3. Assessment strategies are appropriate to the varied characteristics of students.            | 3. Assessment strategies are appropriate to the varied characteristics of students.            |
| 4. Student learning is reinforced.   | 4. Student learning is reinforced.   | 4. Student learning is reinforced.   | 4. Student learning is reinforced.   |
| 5. Students receive specific constructive feedback.  | 5. Students receive specific constructive feedback.  | 5. Students receive specific constructive feedback.  | 5. Students receive specific constructive feedback.  |
| 6. The teacher provides opportunities for relearning and re-evaluation of material.  | 6. The teacher provides opportunities for relearning and re-evaluation of material.            | 6. The teacher provides opportunities for relearning and re-evaluation of material.            | 6. The teacher provides opportunities for relearning and re-evaluation of material.            |

| Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials   |  |  |  |
|--|--|--|--|
| Evaluation Dimensions:   |  |  |  |
| a. The teacher effectively implements the discipline-management procedures approved by the district.   |  |  |  |
| b. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning.   |  |  |  |
| c. The teacher selects instructional materials which are equitable and acknowledge the varied characteristics of all students.   |  |  |  |
| d. The teacher effectively and efficiently manages time and materials.   |  |  |  |
| EVALUATION CRITERIA  |  |  |  |
| <i>Exceeds Expectations</i>  | <i>Proficient</i>  | <i>Below Expectations</i>  | <i>Unsatisfactory</i>  |
| ALMOST ALL OF THE TIME   | MOST OF THE TIME   | SOME OF THE TIME   | LESS THAN HALF OF THE TIME   |
| 1. The teacher effectively implements the discipline-management procedures approved by the campus. The teacher participates in the development of discipline management procedures and offers suggestions for improvement. | 1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus. | 1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus. | 1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus. |
| 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.  | 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.  | 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.  | 2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning as appropriate.  |
| 3. The teacher interacts with students in an equitable manner, including the fair application of rules.  | 3. The teacher interacts with students in an equitable manner, including the fair application of rules.  | 3. The teacher interacts with students in an equitable manner, including the fair application of rules.  | 3. The teacher interacts with students in an equitable manner, including the fair application of rules.  |
| 4. The teacher specifies expectations for desired behavior.  | 4. The teacher specifies expectations for desired behavior.  | 4. The teacher specifies expectations for desired behavior.  | 4. The teacher specifies expectations for desired behavior.  |
| 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.   | 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.   | 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.   | 5. The teacher intervenes and re-directs off-task, inappropriate or disruptive behavior as needed.   |
| 6. The teacher reinforces desired behavior when appropriate.   | 6. The teacher reinforces desired behavior when appropriate.   | 6. The teacher reinforces desired behavior when appropriate.   | 6. The teacher reinforces desired behavior when appropriate.   |
| 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.   | 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.   | 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.   | 7. The instructional materials selected by the teacher are equitable and acknowledge the varied characteristics of all students.   |
| 8. The teacher effectively and efficiently manages time and materials.   | 8. The teacher effectively and efficiently manages time and materials.   | 8. The teacher effectively and efficiently manages time and materials.   | 8. The teacher effectively and efficiently manages time and materials.   |

NOTE: (1) The "Proficient" Standard in this Domain is HIGHER due to needs for consistency and safety. *Exceeds Expectations* requires participation in the development of discipline and other management procedures.

NOTE: (2) The criteria in Domain IV relate to the MANAGEMENT of student discipline, instructional strategies, time, and materials which create an environment in which learning may take place. These criteria are to be evaluated in the context of student behavior as it impacts student success. The critical attributes of EACH criterion MUST be considered separately.

| <b>Domain V: Professional Communication</b>  |  |  |  |
|--|--|--|--|
| <i>Evaluation Dimensions:</i>  |  |  |  |
| a. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students.   |  |  |  |
| b. The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals. |  |  |  |
| c. The teacher's interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.                            |  |  |  |
| <b>EVALUATION CRITERIA</b>   |  |  |  |
| <i>Exceeds Expectations</i>  | <i>Proficient</i>  | <i>Below Expectations</i>  | <i>Unsatisfactory</i>  |
| <b>ALMOST ALL OF THE TIME</b>  | <b>MOST OF THE TIME</b>  | <b>SOME OF THE TIME</b>  | <b>LESS THAN HALF OF THE TIME</b>  |
| 1. The teacher uses appropriate and accurate written communication with students   | 1. The teacher uses appropriate and accurate written communication with students.  | 1. The teacher uses appropriate and accurate written communication with students.  | 1. The teacher uses appropriate and accurate written communication with students.  |
| 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.  | 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.  | 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.  | 2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.  |
| 3. The teacher encourages and supports students who are reluctant or having difficulty.  | 3. The teacher encourages and supports students who are reluctant or having difficulty.  | 3. The teacher encourages and supports students who are reluctant or having difficulty.  | 3. The teacher encourages and supports students who are reluctant or having difficulty.  |
| 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.                                  | 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.                | 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.                | 4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.                |
| 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.                    | 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.  | 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.  | 5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.  |
| 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.                   | 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals. | 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals. | 6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals. |

| <b>Domain VI: Professional Development</b>   |  |  |  |
|--|--|--|--|
| <i>Evaluation Dimensions:</i>  |  |  |  |
| a. The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district. |  |  |  |
| b. The teacher correlates professional development activities with assigned subject content and the varied needs of students.  |  |  |  |
| c. The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development.                                      |  |  |  |
| d. The teacher correlates professional development activities with the prior performance appraisal.  |  |  |  |
| <b>EVALUATION CRITERIA</b>   |  |  |  |
| <i>Exceeds Expectations</i>  | <i>Proficient</i>  | <i>Below Expectations</i>  | <i>Unsatisfactory</i>  |
| <b>ALMOST ALL OF THE TIME</b>  | <b>MOST OF THE TIME</b>  | <b>SOME OF THE TIME</b>  | <b>LESS THAN HALF OF THE TIME</b>  |
| 1. The teacher successfully seeks out and engages in professional development activities that positively correlate with the goals of the campus and district.            | 1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.        | 1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.        | 1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.        |
| 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.                               | 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.             | 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.             | 2. The teacher successfully correlates professional development activities with assigned subject content and the varied needs of students.             |
| 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.                               | 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.             | 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.             | 3. The teacher successfully engages in professional development activities that positively correlate with the prior performance appraisal.             |
| 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.                   | 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance. | 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance. | 4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance. |

| Domain VII: Compliance With Policies, Operating Procedures and Requirements  |   |  |   |
|--|---|--|---|
| <i>Evaluation Dimensions:</i>  |   |  |   |
| a. The teacher contributes to making the whole school safe and orderly, and a stimulating learning environment for children.   |   |  |   |
| b. The teacher respects the rights of students, parents, colleagues, and the community.  |   |  |   |
| EVALUATION CRITERIA  |   |  |   |
| <i>Exceeds Expectations</i>  | <i>Proficient</i>   | <i>Below Expectations</i>  | <i>Unsatisfactory</i>   |
| 1. The teacher complies with all policies, operating procedures, and legal requirements (national, state, district, and campus). The teacher participates in the development of operating procedures and offers suggestions for improvement. | 1. The teacher complies with all of the policies, operating procedures, and legal requirements (national, state, district, and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/ district. | 1. The teacher occasionally does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised. | 1. The teacher frequently does not comply with policies, operating procedures, or legal requirements (national, state, district, and campus). In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised. |
| 2. The teacher complies with all verbal and written directives, participates in the development of operating procedures, and offers suggestions for improvement.   | 2. The teacher complies with all verbal and written directives. Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.  | 2. The teacher occasionally does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district may be compromised.  | 2. The teacher frequently does not comply with all verbal or written directives. In instances of non-compliance, the needs of the students or the effective operations of the campus/district are seriously compromised.  |
| 3. Apart from classroom responsibilities, the teacher consistently contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.   | 3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.   | 3. Apart from classroom responsibilities, the teacher seldom contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.   | 3. Apart from classroom responsibilities, the teacher rarely contributes to making the whole school safe and orderly, and a stimulating learning environment for all students.  |



| Domain VIII: Improvement of Academic Performance of All Students On The Campus   |   |   |   |
|--|---|---|---|
| <i>Evaluation Dimensions:</i>  |   |   |   |
| a. The teacher diagnoses student needs and provides performance feedback related to all appropriate TEKS/TAKS objectives.  |   |   |   |
| b. The teacher aligns the planning and delivery of instruction to all appropriate TEKS/TAKS objectives.  |   |   |   |
| c. The teacher collaborates with other faculty and administration to improve TAKS-related performance of all students on the campus.   |   |   |   |
| d. The teacher identifies students who are at-risk and develops appropriate strategies to assist these students.   |   |   |   |
| e. The teacher monitors the attendance of all students and intervenes to promote regular attendance.   |   |   |   |
| EVALUATION CRITERIA  |   |   |   |
| (A) Efforts to Enhance Academic Performance*   |   |   |   |
| <i>Exceeds Expectations</i>  | <i>Proficient</i>   | <i>Below Expectations</i>   | <i>Unsatisfactory</i>   |
| ALMOST ALL OF THE TIME   | MOST OF THE TIME  | SOME OF THE TIME  | LESS THAN HALF OF THE TIME  |
| 1. The teacher works with colleagues to align instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes.  | 1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes. | 1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes. | 1. The teacher aligns instruction to include appropriate TEKS/TAKS objectives to support student achievement in all assigned classes. |
| 2. The teacher works with colleagues to analyze TAKS performance data relevant to all students in assigned classes prior to beginning instruction.   | 2. The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction.            | 2. The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction.            | 2. The teacher analyzes TAKS performance data relevant to all students in assigned classes prior to beginning instruction.            |
| 3. The teacher coordinates with others within and outside the teacher's discipline to determine the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives.             | 3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives.                     | 3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives.                     | 3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TEKS/TAKS objectives.                     |
| 4. The teacher collaborates with others within and outside the teacher's discipline to select/adapt instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives. | 4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives.      | 4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives.      | 4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TEKS/TAKS objectives.      |
| 5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.  | 5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.               | 5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.               | 5. The teacher provides feedback to all students regarding their learning progress on appropriate TEKS/TAKS objectives.               |

(Appraisal Framework for Domain VIII, continues)

Appraisal Framework for Domain VIII, continued.

| <i>Exceeds Expectations</i>   | <i>Proficient</i>   | <i>Below Expectations</i>   | <i>Unsatisfactory</i>   |
|---|---|---|---|
| ALMOST ALL OF THE TIME  | MOST OF THE TIME  | SOME OF THE TIME  | LESS THAN HALF OF THE TIME  |
| <b>(B) Efforts to Enhance Student Attendance*</b>   |   |   |   |
| 6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials regarding an intervention plan for students with serious attendance problems.      | 6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems. | 6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems. | 6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, or other school officials for students with serious attendance problems. |
| <b>(C) Efforts to Identify and Assist Students in At-Risk Situations</b>  |   |   |   |
| 7. The teacher works with teachers, counselors, and other school professionals to seek information to identify and assess the needs of assigned students in at-risk situations.                                       | 7. The teacher identifies and assesses the needs of assigned students in at-risk situations.  | 7. The teacher identifies and assesses the needs of assigned students in at-risk situations.  | 7. The teacher identifies and assesses the needs of assigned students in at-risk situations.  |
| 8. The teacher meets with parents and/or other teachers of students who are failing or in danger of failing to develop an appropriate plan for intervention.  | 8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.   | 8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.   | 8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.   |
| 9. The teacher participates in and/or contributes to campus-wide programs to modify and adapt classroom materials and/or instruction for students in at-risk situations.  | 9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.   | 9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.   | 9. The teacher modifies and adapts classroom materials and/or instruction for students in at-risk situations.   |
| <b>(D) Campus Performance Rating</b>  |   |   |   |
| 10. Campus performance includes the most recent:<br>[a] Campus Performance Rating as reported in the State accountability system (AEIS)<br>[b] Adequate Yearly Progress (AYP) as designated in the campus AYP report. |   |   |   |

\*The criteria are related to the teacher's efforts to encourage attendance. The criteria do not refer to the attendance level in particular classes.

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.7. Supplemental HR Forms

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

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Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

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Number of Students anticipated in year one:  In year five:

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Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District                             | CDN                                  | Located in (City)                        | # of Students Served               | Salary Range                                     |
|--|--------------------------------------|--|------------------------------------|--|
| <input type="text" value="HUTTO ISD"/>       | <input type="text" value="246-906"/> | <input type="text" value="HUTTO"/>       | <input type="text" value="5,754"/> | <input type="text" value="\$158,000"/>           |
| <input type="text" value="MANOR ISD"/>       | <input type="text" value="227-907"/> | <input type="text" value="MANOR"/>       | <input type="text" value="8,087"/> | <input type="text" value="\$155,251"/>           |
| <input type="text" value="LAKE TRAVIS ISD"/> | <input type="text" value="227-913"/> | <input type="text" value="LAKE TRAVIS"/> | <input type="text" value="7,809"/> | <input type="text" value="\$133,514-\$181,448"/> |

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| <input type="text" value="MANOR ISD"/>       | <input type="text" value="227-907"/> | <input type="text" value="MANOR"/>       | <input type="text" value="8,087"/> | <input type="text" value="\$72,893-\$89,991"/>  |
| <input type="text" value="LAKE TRAVIS ISD"/> | <input type="text" value="227-913"/> | <input type="text" value="LAKE TRAVIS"/> | <input type="text" value="7,809"/> | <input type="text" value="\$77,106-\$120,704"/> |

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GOODWILL INDUSTRIES OF CENTRAL TEXAS

Enter the name of the proposed charter school:

THE EXCEL CENTER

Position:

HEAD OF SCHOOL

Reports to:

SENIOR VP, MISSION SERVICES (SVP-MS)

Job Duties: List up to 10 key duties this individual will perform.

1. Assists the CEO and SVP-MS in developing strategies, goals and objectives for the schools
2. Leads the development of the The Excel Center model and communicates the vision to staff
3. Provides leadership and supports training of directors and leads teachers in evaluating performance data
4. Provides leadership in the development of new partnerships/methodologies in response to the changing needs
5. Hires, develops and evaluates all staff members
6. Assists the Superintendent in developing applications and materials related to charter renewals for all schools
7. Leads all in-service education programs
8. Facilitates and supports directors in the day-to-day function of schools
9. Reviews, evaluates and selects all instructional materials
10. Represents the board, as appropriate, in community planning and policy making activities

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| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$26,668-\$32,924 |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$27,122-\$37,831 |

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| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$26,668-\$32,924 |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$29,823-\$41,625 |

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| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$22,855-\$28,214 |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$22,082-\$31,425 |



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| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$57,249-\$70,677  |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$69,763-\$106,285 |

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| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$61,630-\$76,087  |
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Supplemental Human Resources Information Form  
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|------------------|---------|-------------------|----------------------|-------------------|
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| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$42,300-\$59,691 |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$41,534-\$64,114 |

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| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$30,235-\$36,876 |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$42,813-\$68,750 |



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| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$17,716-\$21,874 |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$15,603-\$22,208 |

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| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$41,534-\$64,114 |

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Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.8. Community Support

**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**GOODWILL INDUSTRIES OF CENTRAL TEXAS**  
**And**  
**AUSTIN COMMUNITY COLLEGE DISTRICT**

The following Memorandum of Understanding (MOU) sets forth the terms of agreement between Goodwill Industries of Central Texas (GICT) and Austin Community College District (ACC) regarding the partnership to develop a comprehensive adult education training system for participants of the Goodwill Workforce Development programs

**I. Purpose of MOU**

It is the purpose of this MOU to establish a cooperative and mutually beneficial relationship between the parties and set forth the relative responsibilities of the parties insofar as they relate to the provision of employment, training, and various wrap-around services. The goal of this agreement is to jointly assist more individuals in our Central Texas service areas by providing them access to training opportunities that may lead to employment by leveraging our strengths and resources.

**II. Duration of MOU**

This Agreement will be reviewed and renewed every two years, as mutually agreed, no later than two years from the date of signature below

**III. Project Description: Goodwill (GICT) Career Academy**

Goodwill Industries of Central Texas (GICT) developed a 10 year strategic plan including the development of a college and skills training program based on the C4 initiative. In collaboration with Austin Community College (ACC), GICT plans to develop a career academy in which individuals enrolled in GICT Workforce Development Programs have opportunities to increase their earning potential by obtaining occupational certificates in high demand industries such as certified nursing assistant, construction, computer, electrical, and customer service. GICT is well known for helping to place people in jobs and providing other supports for people with challenges to finding employment within their local communities. By tapping into the educational expertise of ACC, GICT will be able to effectively serve the needs of workers with financial challenges by providing them access to educational opportunities and progress to receive award degrees and training certificates leading to higher paying and sustainable careers.

**IV. General Provisions**

It is understood by the parties that each should be able to fulfill its responsibilities under this MOU in accordance with the provisions of laws and regulations, which govern their activities. If at any time either party is unable to perform its functions under this MOU consistent with such party's statutory and regulatory mandates, the affected party will immediately provide written notice to the other to establish a date for mutual resolution of the conflict.

## **V. Responsibilities of the Parties Under Agreement**

In consideration of the mutual aims and desires of the parties to this MOU, and in recognition of the public benefits to be derived from the implementation of the programs involved, the parties agree that their responsibilities under this MOU will be as follows:

### **a. Goodwill Industries of Central Texas will:**

1. Make classroom space available at GICT locations for ACC instructors when special course sections are developed, when needed.
2. Recruit, case manage, and refer GICT participants to designated courses offered through ACC's Continuing Education and Credit departments.
3. Ensure that GICT participants enrolled into ACC's education programs meet minimum course requirements by developing an education and service plan with each participant.
4. Ensure that classes that are offered are growing/in-demand jobs as reported by Workforce Solutions, Capital Area.
5. Provide GICT participants enrolled in education courses with wrap-around services.
6. Work with participants to attain high retention and course completion rates.
7. Document and track participant's progress while enrolled in a course.
8. Work with local businesses and other organizations to place participants into jobs after course completion.
9. Communicate as needed with ACC to evaluate progress and/or problems with carrying out the terms of this MOU.

### **b. Austin Community College District will:**

1. Appoint a designated primary point of contact to assume responsibility for coordination with GICT staff on programmatic and fiscal needs.
2. Develop and provide designated education, certification, and special session courses to participants of GICT workforce development programs that consist of flexible course training schedules and allow for additional accommodations.
3. Ensure that classes that are offered are growing/in-demand jobs as reported by Workforce Solutions, Capital Area.
4. Make instructional resources available for GICT participants enrolled into certificate and special sections courses.
5. Provide all training equipment and supplies, consumables, books, and other items when requested.
6. Work with GICT staff to develop procedures for enrolling participants into ACC certificate and special section education courses, when applicable.
7. Assume responsibility for instruction, scheduling, and faculty qualification for all ACC courses that GICT participants are enrolled in.

8. Provide each participant who completes and passes designated education and special section courses with an ACC certificate of completion and national Industry certification, when available.
9. Provide participants with an ACC student transcript when requested.
10. Provide participants with additional training and education information that may become available.
11. Work with GICT staff to recruit students for open courses.
12. Work with GICT staff to market Career Academy program and course opportunities.
13. Work with GICT to maintain data for reporting and improvement purposes.
14. Work with GICT staff to achieve high retention and completion rates.

#### **VI. Equal Opportunity**

Both parties agree to:

1. Comply with Title VI of the Civil Rights Act of 1964 (PL 88.352) and in accordance with Title VI of that act, no person in the United States will on the grounds of race, color, or national origin, be excluded from participation in, denied the benefits of, or be otherwise subjected to discrimination in the delivery of services.
2. Comply with Section 504 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. 794), which prohibits discrimination on the basis of handicap.
3. Comply with the requirements of the Americans with Disabilities Act of 1990, PL 101-336, 101 Congress 2<sup>nd</sup> Session, 104STAT.327 (July 26, 1990).

#### **VII. Amendment or Cancellation of MOU**

Both GICT and ACC reserve the right to modify the terms of the agreement at any time and by mutual consent of the parties. The Agreement may be cancelled by either party upon sixty (60) days written notice where the cancelation is for cause and significant breach of the provisions of this Agreement.

#### **VIII. Payment Terms**

Payments by GICT to ACC for occupational skills trainings will be negotiated in writing under a separate agreement and affected by how resources such as facilities are shared. Cost for courses and programs will vary depending on length of courses and any additional expenses anticipated ahead of time.

**IX. Contacts**

**Goodwill Industries of Central Texas**

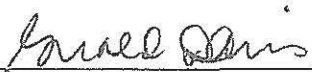
Michael Willard  
Senior Vice President of Mission Services  
1015 Norwood Park Blvd  
Austin, TX 78753  
[michael.willard@austingoodwill.org](mailto:michael.willard@austingoodwill.org)  
Phone: (512) 637-7583

**Austin Community College District**


Hector Aguilar, Ph.D.  
Executive Dean, Continuing Education  
Highland Business Center  
5930 Middle Fiskville Rd  
Austin, Texas 78752  
Phone: (512) 223-7663  
[haguilar@austincc.edu](mailto:haguilar@austincc.edu)

**APPROVED:**

The undersigned parties bind themselves in the faithful performance of this MOU. It is mutually understood that this MOU will not become effective until approved by all parties involved.

  
\_\_\_\_\_  
Gerald L. Davis  
President and Chief Executive Officer  
Goodwill Industries of Central Texas

4/4/12  
Date

  
\_\_\_\_\_  
Richard M. Rhodes, Ph.D.  
President/CEO  
Austin Community College District

3/9/12  
Date



## **WIA 2012-2013 Youth Employment Partnership (YEP) Partnership Agreement**

This agreement is entered effective October 1, 2011 between Goodwill Industries of Central Texas, Inc. (hereinafter referred to as GW) and Lifeworks. Goodwill Industries shall be known as the lead agency, and Lifeworks shall be hereinafter referred to as Partner. Those entities receiving funds shall also be known as Financial Partners.

### **WITNESSED**

1. GW has been awarded funds from the Workforce Solutions: Capital Area Workforce Board (hereinafter referred to as Workforce Solutions), through the Texas Workforce Commission (hereinafter referred to as TWC) to manage and operate the WIA 2012-2013 Youth Services funds.
2. The Partners have formed a collaboration to implement the WIA 2012 - 2013 Youth Services.
3. Partner agrees as follows:
  - a. To comply with all application standards, requirements, conditions, and assurances stated in "Article A – General Provisions" of the WIA "Service Provider Contract" with the Workforce Solutions Board.
  - b. To provide services and perform tasks as stated in the Work Statement of the WIA Youth Employment Partnership RFP application to the Workforce Solutions Board.
  - c. To comply with YEP Policies and Procedures.
  - d. To make changes in procedures and documentation as required by WIA program and fiscal monitoring which is conducted by GW, the Workforce Solutions Board, the Texas Workforce Commission or federal agencies.
  - e. To participate in the monitoring activities and service reporting requirements as designed by GW, Workforce Solutions Board, TWC, DOL and any consultants or partners; and to respond to monitoring reports and submit activity reports to GW in a form and on a time frame and containing such information as requested by GW or the monitoring entity.
  - f. To submit monthly statements to GW, in a form and containing such information as required by GW, requesting reimbursement for expenditures according to the budget and cost allocation delineated in the WIA Youth Employment Partnership RFP application and in accordance with billing packet requirements and timelines (appendix a).
  - g. To appoint and maintain a Designated Contact Person or persons, who will assume responsibility for coordination with GW staff and other partners for this project which will include both programmatic and fiscal issues.
  - h. To ensure that the Designated Contact Person will during the period of this agreement attend meetings as requested with GW staff and other partners as a mechanism for ongoing planning and coordination of services to be provided under this agreement.
  - i. To ensure that Partner's staff attends training sessions as necessary to comply with all policies and procedures and to meet all performance measures.

4. GW agrees as follows:
  - a. To, upon receipt and approval of monthly cash expenditure reports provide reimbursement to Partner.
  - b. To provide a staff person (YEP Coordinator) who will assist the partner in compliance with the provisions stated herein, convene meetings of the collaborators, and be liaison to the WorkSource Board, and their designees.
  - c. To provide a staff person (YEP Coordinator) to provide regular technical assistance to insure compliance with and documentation of all phases of the WIA Process.
  - d. Provide other information, resources and assistance as needed.
  
5. It is mutually agreed as follows:
  - a. That the total award to GW and the Financial Partners shall be an amount not to exceed:  
 For GW (YEP): \$1,636,415 in FY12-13 funds,  
 For Lifeworks: \$ 32,259 in FY12-13 funds
  - b. That Lifeworks will assist the Youth Employment Partnership in recruiting, orienting and referring for enrollment eligible youth, particularly older youth who are homeless and youth exiting out of foster care.
  - c. That Lifeworks will provide office space to the Goodwill staff assigned to provide service coordination to this population of youth.
  - d. That Lifeworks will provide a variety of services to WIA participants including but not limited to GED preparation, Job Readiness Training, individual and group counseling and guidance, paid and unpaid work experience, and mentoring.
  - d. That GW may immediately cancel this agreement in the event the YEP contract with the WorkSource Board is modified or terminated.
  - e. The term of this agreement will be from October 1, 2012 through September 30, 2013.
  - f. Goodwill reserves the right to modify the terms of this agreement at any time to protect the integrity of contract funds and/or to ensure proper operation of programs.
  - i. That the Partner's signatory on this document is fully authorized by the Partner's governing body to enter into such an agreement and commit the resources of the Partners to such an effort.

The designated contact person with responsibility for project coordination at Lifeworks is: Monica Perez, Program Director, GED and Literacy Programs

Goodwill Industries of Central  
Texas, Inc.

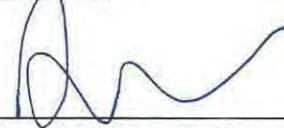


\_\_\_\_\_  
Gerald Davis, President and CEO

1/25/13

\_\_\_\_\_  
Date Signed

LifeWorks



\_\_\_\_\_  
Susan McDowell, Executive Director

1/24/13

\_\_\_\_\_  
Date Signed

## **WIA 2012-2013 Youth Employment Partnership (YEP) Partnership Agreement**

This agreement is entered effective October 1, 2012 between Goodwill Industries Inc. (hereinafter referred to as GW) and American Youth Works (hereinafter referred to as AYW). Goodwill Industries shall be known as the lead agency, and American Youth Works shall be hereinafter referred to as Partner. Those entities receiving funds shall also be known as Financial Partners.

### **WITNESSED**

1. GW has been awarded funds from the Workforce Solutions: Capital Area Workforce Board (hereinafter referred to as Workforce Solutions), through the Texas Workforce Commission (hereinafter referred to as TWC) to manage and operate the WIA 2012-2013 Youth Services funds.
2. The Partners have formed a collaboration to implement the WIA 2012 - 2013 Youth Services.
3. Partner agrees as follows:
  - a. To comply with all application standards, requirements, conditions, and assurances stated in "Article A – General Provisions" of the WIA "Service Provider Contract" with the Workforce Solutions Board.
  - b. To coordinate services and perform tasks as stated in the Work Statement of the WIA Youth Employment Partnership RFP application to the Workforce Solutions Board.
  - c. To comply with YEP Policies and Procedures.
  - d. To make changes in procedures and documentation as required by WIA program and fiscal monitoring which is conducted by GW, the Workforce Solutions Board, the Texas Workforce Commission or federal agencies.
  - e. To participate in the monitoring activities and service reporting requirements as designed by GW, Workforce Solutions Board, TWC, DOL and any consultants or partners; and to respond to monitoring reports and submit activity reports to GW in a form and on a time frame and containing such information as requested by GW or the monitoring entity.
  - f. To submit monthly statements to GW, in a form and containing such information as required by GW, requesting reimbursement for expenditures according to the budget and cost allocation delineated in the WIA Youth Employment Partnership RFP application and in accordance with billing packet requirements and timelines.
  - g. To appoint and maintain a Designated Contact Person or persons, who will assume responsibility for coordination with GW staff and other partners for this project which will include both programmatic and fiscal issues.
  - h. To ensure that the Designated Contact Person will during the period of this agreement attend meetings as requested with GW staff and other partners as a mechanism for ongoing planning and coordination of services to be provided under this agreement.
  - i. To ensure that Partner's staff attends training sessions as necessary to comply with all policies and procedures and to meet all performance measures.

4. GW agrees as follows:
  - a. To, upon receipt and approval of monthly cash expenditure reports provide reimbursement to Partner.
  - b. To provide a staff person (YEP Coordinator) who will assist the partner in compliance with the provisions stated herein, convene meetings of the collaborators, and be liaison to the Workforce Solutions Board, and their designees.
  - c. To provide a staff person (YEP Coordinator) to provide regular technical assistance to insure compliance with and documentation of all phases of the WIA Process.
  - d. Provide other information, resources and assistance as needed.
  
5. It is mutually agreed as follows:
  - a. That the total award to GW and the Financial Partners shall be an amount not to exceed:
 

|               |                               |
|---------------|-------------------------------|
| For GW (YEP): | \$1,636,415 in FY12-13 funds, |
| For AYW:      | \$ 42,720 in FY12-13 funds    |
  - b. That GW may immediately cancel this agreement in the event the YEP contract with the Workforce Solutions Board is modified or terminated.
  - c. That AYW will support the Youth Employment Partnership in recruiting, orienting and referring for enrollment eligible youth.
  - d. That AYW will make office and meeting space as well as printing capabilities available to the Goodwill staff assigned to provide service coordination at the designated AYW campus to this population of youth.
  - e. That AYW will assist in coordinating a variety of services to WIA participants including but not limited to GED preparation, Job Readiness Training, academic tutoring, college and career enhancement skills, paid and unpaid work experience.
  - f. The term of this agreement will be from October 1, 2012 through September 30, 2013.
  - g. Goodwill reserves the right to modify the terms of this agreement at any time to protect the integrity of contract funds and/or to ensure proper operation of programs.
  - h. That the Partner's signatory on this document is fully authorized by the Partner's governing body to enter into such an agreement and commit the resources of the Partners to such an effort.

The designated contact person with responsibility for project coordination at AYW is: Chester Steinhauser, Chief Operating Officer.

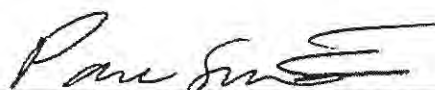
Goodwill Industries of Central  
Texas, Inc.

American Youth Works



\_\_\_\_\_  
Gerald Davis, President and CEO

1/25/13



\_\_\_\_\_  
Parc Smith, Executive Director

10-18-12

**WIA 2012-2013 Youth Employment Partnership (YEP)  
Partnership Agreement**

This agreement is entered, pending contract award to Goodwill Industries, effective October 1, 2012 between Goodwill Industries Inc. (hereinafter referred to as GW) and **Communities In Schools of Central Texas** (hereinafter referred to as CIS). Goodwill Industries shall be known as the lead agency, and Communities In Schools shall be hereinafter referred to as Partner. Those entities receiving funds shall also be known as Financial Partners.

**WITNESSED**

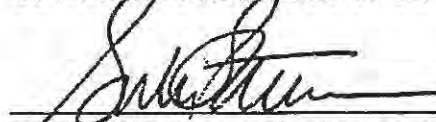
1. GW has been awarded funds from the Workforce Solutions: Capital Area Workforce Board (hereinafter referred to as Workforce Solutions), through the Texas Workforce Commission (hereinafter referred to as TWC) to manage and operate the WIA 2012-2013 Youth Services funds.
2. The Partners have formed a collaboration to implement the WIA 2012- 2013 Youth Services.
3. Partner agrees as follows:
  - a. To comply with all application standards, requirements, conditions, and assurances stated in "Article A – General Provisions" of the WIA "Service Provider Contract" with the Workforce Solutions Board.
  - b. To coordinate services and perform tasks as stated in the Work Statement of the WIA Youth Employment Partnership RFP application to the Workforce Solutions Board.
  - c. To comply with YEP Policies and Procedures.
  - d. To make changes in procedures and documentation as required by WIA program and fiscal monitoring which is conducted by GW, the Workforce Solutions Board, the Texas Workforce Commission or federal agencies.
  - e. To participate in the monitoring activities and service reporting requirements as designed by GW, Workforce Solutions Board, TWC, DOL and any consultants or partners; and to respond to monitoring reports and submit activity reports to GW in a form and on a time frame and containing such information as requested by GW or the monitoring entity.
  - f. To submit monthly statements to GW, in a form and containing such information as required by GW, requesting reimbursement for expenditures according to the budget and cost allocation delineated in the WIA Youth Employment Partnership RFP application and in accordance with billing packet requirements and timelines (appendix a).
  - g. To appoint and maintain a Designated Contact Person or persons, who will assume responsibility for coordination with GW staff and other partners for this project which will include both programmatic and fiscal issues.
  - h. To ensure that the Designated Contact Person will during the period of this agreement attend meetings as requested with GW staff and other partners as a mechanism for ongoing planning and coordination of services to be provided under this agreement.
  - i. To ensure that Partner's staff attends training sessions as necessary to comply with all policies and procedures and to meet all performance measures.

4. GW agrees as follows:
  - a. To, upon receipt and approval of monthly cash expenditure reports provide reimbursement to Partner.
  - b. To provide a staff person (YEP Coordinator) who will assist the partner in compliance with the provisions stated herein, convene meetings of the collaborators, and be liaison to the Workforce Solutions Board, and their designees.
  - c. To provide a staff person (YEP Coordinator) to provide regular technical assistance to insure compliance with and documentation of all phases of the WIA Process.
  - d. Provide other information, resources and assistance as needed.
  
5. It is mutually agreed as follows:
  - a. That the total award to GW and the Financial Partners shall be an amount not to exceed:  
 For GW (YEP): \$1,636,415 in FY12-13 funds,  
 For CIS: \$ 33,695 in FY12-13 funds
  - b. That CIS will support the Youth Employment Partnership in recruiting, orienting and referring for enrollment eligible In-school youth and out-of-school youth recovered from drop-out status.
  - c. That CIS will provide office space to the Goodwill case manager assigned to provide service coordination at each of the designated high schools to this population of youth. Designated high schools include Eastside Memorial HS, Reagan HS, and LBJ HS.
  - d. That CIS will assist in coordinating a variety of services to WIA participants including but not limited to academic tutoring, Job Readiness Training, college and career enhancement skills, paid and unpaid work experience including summer employment.
  - d. That GW may immediately cancel this agreement in the event the YEP contract with the Workforce Solutions Board is modified or terminated.
  - e. The term of this agreement will be from October 1, 2012 through September 30, 2013.
  - f. Goodwill reserves the right to modify the terms of this agreement at any time to protect the integrity of contract funds and/or to ensure proper operation of programs.
  - i. That the Partner's signatory on this document is fully authorized by the Partner's governing body to enter into such an agreement and commit the resources of the Partners to such an effort.

The designated contact person with responsibility for project coordination at CIS is: Eric Metcalf, Chief Program Officer

Goodwill Industries of Central Texas

Communities In Schools of Central Texas

Gerald Davis, President and CEO

Suki Steinhauser, Chief Executive Officer

1/25/13

10/1/12

Date Signed

Date Signed

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.9. Startup Plan

## Attachment O.9 Start Up and Ongoing Operations Action Plan

| Task  | Timeline<br>(2015 unless otherwise noted) | Responsible Individual  |
|---|---|---|
| Facility project plan and design phase for renovation       | May 1 – September 30 (2014)               | Roberta Schwartz, VP of Property and Contract Services  |
| Design Development plans submitted for permit review        | October 1 (2014)                          | Roberta Schwartz, VP of Property and Contract Services  |
| RFP for Construction – general contractor bid period        | October 1 – November 1 (2014)             | Roberta Schwartz, VP of Property and Contract Services  |
| Inaugural Goodwill Education Board Meeting                  | November 13 (2014)                        | Ted Delisi, Goodwill Education Board President  |
| Student Admissions and Enrollment materials approved by TEA | December 1 (2014)                         | Traci Berry, Senior VP of Community Engagement  |
| Complete TEA contingencies and contracts                    | December 1(2014)                          | Traci Berry, Senior VP of Community Engagement  |
| Student recruitment begins                                  | January 1                                 | Michael Willard, Senior VP of Mission Services & Goodwill Workforce Development and Youth Program Directors |
| Back office systems in place                                | January 1                                 | Dodie Brown, VP of Finance  |
| Head of School hired  | March 1                                   | Jerry Davis, President and CEO, Superintendent  |



## Attachment O.9 Start Up and Ongoing Operations Action Plan

| Task   | Timeline<br>(2015 unless otherwise noted) | Responsible Individual  |
|--|---|---|
| Student Enrollment ends  | March 10                                  | Head of School  |
| Facility construction – charter school renovation commences                  | March 15 – June 15                        | Roberta Schwartz, VP of Property and Contract Services          |
| Student Lottery Held (if necessary)  | March 18                                  | Head of School  |
| Registrar Hired  | April 1                                   | Head of School  |
| Complete Policies & Procedures   | April 15                                  | Head of School  |
| Office staff hired   | June 1                                    | Head of School  |
| Teachers and Life Coaches hired  | June 1                                    | Head of School  |
| Budget presented and approved by Goodwill Education Board and Goodwill Board | June 15                                   | Head of School & Michael Willard, Senior VP of Mission Services |
| Technology and furniture in place  | June 30                                   | Roberta Schwartz, VP of Property and Contract Services          |
| Facilities Ready for Move-in   | July 1                                    | Roberta Schwartz, VP of Property and Contract Services          |

## Attachment O.9 Start Up and Ongoing Operations Action Plan

| Task                      | Timeline<br>(2015 unless otherwise noted) | Responsible Individual |
|---------------------------|---|------------------------|
| Teacher In-service begins | July 20                                   | Head of School         |
| Curriculum Finalized      | August 1                                  | Head of School         |
| School Starts             | August 17                                 | Head of School         |

Nineteenth Generation Open-Enrollment Charter School RFA

## Attachment O.10. Superintendent Documents

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. In none, please state N/A.

Proposed Location (City and County):

Number of Students anticipated in year one:  In year five:

**Minimum Qualifications Required:**

Education Required:

Experience Required:

Certification Required:

Complete the following using information gathered from three different traditional districts comparable in size, student make-up, and location. A traditional district is identified by the abbreviation ISD or CISD. County district numbers may be accessed on line through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

| Name of District | CDN     | Located in (City) | # of Students Served | Salary Range       |
|------------------|---------|-------------------|----------------------|--------------------|
| HUTTO ISD        | 246-906 | HUTTO             | 5,754                | \$75,098-\$101,603 |
| MANOR ISD        | 227-907 | MANOR             | 8,087                | \$72,893-\$89,991  |
| LAKE TRAVIS ISD  | 227-913 | LAKE TRAVIS       | 7,809                | \$77,106-\$120,704 |

**Nineteenth Generation Open-Enrollment Charter Application  
Supplemental Human Resources Information Form  
(MUST be typed)**

**ANY areas left blank will result in the application being deemed "INCOMPLETE" during the review process.**

Enter the name of the sponsoring entity:

Enter the name of the proposed charter school:

Position:  Reports to:

Job Duties: List up to 10 key duties this individual will perform.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

**If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.**

## GERALD L. DAVIS

1015 Norwood Park Blvd.  
Austin, TX 78753

(512) 637-7157  
gerald.davis@austingoodwill.org

### EXPERIENCE

1998-Present

#### **PRESIDENT and CEO** *Goodwill Industries of Central Texas, Austin, Texas*

- Led \$84M CARF-accredited organization serving over 14,000 clients whose disabilities or social conditions result in unemployment. 1,500 employees. 16<sup>th</sup> largest operating revenues of 179 Goodwill agencies worldwide. 3 local corporate entities. Named 2010, 2008, 2006 Best Places to Work; 2008 GII Workplace Skills Award; 2007 TCEQ Environmental Excellence Award; 2006, 2002 Casey Family Strengthening Award; 2004 Ethics in Business Award Winner; 2012 Ernst & Young Social Entrepreneur of the Year; 2012 Greenlights Nonprofit Leader of the Year.
- Operated 33 stores, 4 donation centers, 2 transportation centers, 40 state/federal set-aside contracts locations, 28 community based service locations, and a 250-person staffing agency. Known for Electronic Waste Recycling; Goodwill Staffing Services; Youth programs; Retail Training; staff consultants.

1993- 1998

#### **PRESIDENT and CEO** *Sandusky Bay Area Goodwill Industries, Sandusky, Ohio*

- Led \$3M CARF-accredited agency serving 450 clients per year. Developed outcome management system.
- Operated 8 stores earning a 31% operating margin on \$1.6M. Sales per square foot doubled. Stores and staff served as community training sites. National prototype processing area. Operated 3 facility-based contract sites earning 36% on operating margin on \$1.3M. Workforce is ability-integrated. 2 new plants. Received 2 quality awards.

1992-1993

#### **ASSOCIATE PROFESSOR** *Medical University of Ohio, Toledo, Ohio*

- Developed and lectured on Management, Leadership, Clinical Reasoning in College of Allied Health. Developed and directed MOT Clinical Fieldwork Program.

1990-1992

#### **ASSOCIATE ADMINISTRATOR OF THERAPY SERVICES**

*St. Francis Rehabilitation Hospital, Green Springs, Ohio*

- Responsible for all medical rehabilitation management, development, accreditation and 70 personnel in a \$5M division

1987-1990

#### **DIRECTOR OF REHABILITATION SERVICES (1988-1990)**

#### **DIRECTOR OF OCCUPATIONAL THERAPY (1987)**

*Providence Hospital, Sandusky, Ohio*

Developed product-line and expanded all services in a 25 person, \$2.5M department.

1984-1987

#### **DIRECTOR OF OCCUPATIONAL THERAPY** *Marquette Regional Medical Center, Marquette, Michigan*

- Managed 8 staff in \$1M inpatient (Acute, Med. Rehab, Psych, and Substance Abuse) and outpatient programs.

1981-1984

#### **OCCUPATIONAL THERAPIST** *Medical College of Ohio, Toledo, Ohio*

## EDUCATION

- 1987                    **MS, Management of Rehabilitation Services**, with distinction  
DePaul University, Chicago, Illinois
- 1981                    **BS, Allied Medical Professions (Occupational Therapy)**  
Ohio State University, Columbus, Ohio

## PROFESSIONAL ACTIVITIES and AWARDS

- Greenlights Austin Nonprofit Leader of the Year, 2012.
- Kenneth K. King Awards, Goodwill Industries International, 2012.
- Ethics In Business Award, Individual of the Year, Samaritan Center (Austin), 2011
- Matthews Entrepreneurial Award, Goodwill Industries International, 2011
- Workability International, Board Director (2011-present), Americas Group Board Director (2009-Present)
- Entrepreneur of the Year, Ernst and Young, Central Texas (Austin), 2010
- Goodwill Industries International Board of Directors (2002-2007), Going Green Co-Chair (2007-Present), Accreditation Committee member (2008-2009); National Retail Task Force member (2007-2008), Immediate Past Board Chair (2006-2007); Board Chair (2005-2006), Board Vice-Chair (2004-2005); Strategic Issues and Planning Chair (2004-2005), E-Waste Subcommittee Chair (2003-2005), Public Policy (2003-2005), Finance and Administration (2003-2004); International/Goodwill Global (2002-2004); GII/COE COE Planning and Member Advocacy (1998-2003).
- Goodwill Industries Conference of Executives, Computer Works Task Force Co-Chair (2008-2009), Nominations (2006-2009), Executive Council (2002-2006), Annual Conference Host (2006); Executive Council Chair (2003-2004); Conference Planning Chair (2002); Other: Century Symposium Delegate (2000-2001); Executive Certification (1997); Territory (1997-1998)
- Southwest Association of Goodwills (1998-2010), Vice President (2009-2010); President (2002-2003); Vice President (2001-2002); Secretary (2000)
- Texas Association of Goodwills (1998-Present), Treasurer (2005-present), President (2002-2003); Vice-President (2001-2002); Secretary/Treasurer (1999-2000); Public Policy Steering Committee Member (1998-Present)
- Texas Association of Community Rehab Programs, Chair (2002-2004); Vice Chair (2001-2002); Member (2001-2005)
- Occupational Therapist, 1998-Present (TX License #108728); 1981-1984, 1987-1998 (OH licensed; license currently in escrow); 1984-1987 (MI registered); AOTA Member #412536 (1981-Present); NBCOT Certification #AA412536 (1999-Present)
- Youth Opportunities Consortium, 1999-2002 (Austin, Texas, with Urban League, American YouthWorks, Communities in Schools)
- State Use Committee (activities for set-aside contracts for people with disabilities), Texas Industries for the Blind and Handicapped Advisory Board (2000-2002), Ohio CNA Selection Committee; Co-chair, representing the Ohio Alliance of Work Centers (Board member), (1997-1998)
- Erie and Huron County (Ohio) Bureau of Employment Services, Welfare Reform Committee Member (1997-1998),
- Ohio Association of Rehabilitation Facilities, Vice President (1997-1998), Executive Committee (1992, 1994-1998); Medical Section chair (1992)
- Ohio Association of Goodwill Industries, Vice President (1997-1998); Secretary (1994-1997); Board member (1993-1998)

- CARF, the Accreditation Commission, Surveyor (1992-2005)
- Adjunct Associate Professor, Medical College of Ohio, MOT and PT Programs (2000-2002)
- National Association of Rehab Professionals in Private Sector, Member (1990-1994)

## COMMUNITY SERVICE and ORGANIZATIONS

- Greater Austin Chamber of Commerce, Board Member (2013-2014)
- Austin Area Research Organization, ad hoc Committee on Workforce Development, (2011-present)
- Austin Achievement Zone Project, ad hoc Committee on Workforce Development, (2011-present)
- University Federal Credit Union, Board Chair (2013-2014), Board Member (2009-present), Associate (2004-2006)
- University of Texas Club, Member (2007-Present)
- Metropolitan Breakfast Club, Member (2007-2010)
- Downtown Rotary Club of Austin, Member (1999-Present) Various committees
- United Way of Austin Agency Directors, Member (1998-2005, 2007-Present)
- Capital Soccer Club Board, Member (1999-2000)
- St. Catherine of Sienna Parish, Various committees (2000-present)
- Master of OT Advisory Board, Medical College of Ohio, Member (1996-1998)
- Information and Referral Network of Erie County, Ohio, Vice President (1997-1998)
- Sts. Peter and Paul Parish, Chair (Facilities Development, 1991-Present); Member (School Advisory Council, 1997-1998)
- Rotary Club of Sandusky, Member (1996-1998)
- LEAD Sandusky, Graduate (1995)
- Boy Scouts, Adult Leader (1990-1994)
- Ohio-North Youth Soccer Association, Licensed coach and Bay Area SA Board Chair/Member(1989-1998)
- Sandusky Area Health Education Council, Board member (1988-1994)

## PUBLICATIONS

- Davis GL and Bordieri JE: Perceived autonomy and occupational therapists. *American Journal of Occupational Therapy* 1988, Sep 591-596
- Cole DP, Davis GL, Traunero JE: The Toledo tenodesis prosthesis-A case history utilizing a new concept in prosthetics for the partial hand amputee. *Orthot Prosthet* 1985; 38:13-23.